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ABSTRACT

The Philadelphia Prekindergarten Head Start Program is a child development program for three- and four-year old children from low-income families funded through the Philadelphia Anti-Poverty Action Commission. The approach stresses an interacting and multidisciplinary attempt to improve the child's physical and emotional health, his family relationships, and his abilities to function better as a person. The program has been designed to implement five different early childhood education models: Behavioral Analysis, Bank Street, Montessori, Responsive Learning, and Curriculum for Social and Emotional Development. Programming according to model specifications remained the theoretical basis for daily operation. Research and evaluation activities during 1974-75 have centered around the program's goals for children. They have included classroom observations, the development of forms to assess the extent of model implementation, summarizing and analyzing the results of the Denver Developmental Screening Test, and the inclusion of the children in the Early Childhood Longitudinal File. There was found to be a wide range of practices in terms (1) extent of model implementation, (2) classroom differences within a model, (3) grouping practices, (4) frequency of parent volunteers, and (5) provisioning. Observation data yielding the above information are summarized according to model and across the total program. (RC)

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PREKINDERGARTEN HEAD START
YEAR END REPORT
1974-1975

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THE PROGRAM

I. Purpose

The Philadelphia Prekindergarten Head Start Program is a child development program for three and four year old children from low income families funded through the Philadelphia Anti-Poverty Action Commission as the grantee agency and administered by the School District of Philadelphia. The approach stresses an interacting and multi-disciplinary attempt to improve the child's physical and emotional health, his family relationships, and his abilities to function better as a person because of his increased capacity to think, to express himself, and to relate more meaningfully to his environment. Prekindergarten Head Start attempts to bring children, including those with severely handicapping conditions as described by the Office of Child Development, by giving them the kinds of quality preschool experiences which will counterbalance the deficits of social and economic disadvantage. In addition to its professional personnel efforts, Prekindergarten Head Start brings various community services to bear in an organized, planned program implemented by both paid and volunteer staff, by consultants and experts from various disciplines, and by parents and lay people.

II. Structure

Prekindergarten Head Start, formerly a year round program, is now a ten month, full day program utilizing the planned variation approach to learning. The program is designed in keeping with several instructional models: Behavioral Analysis (B.A.), Bank Street, Montessori, Responsive Learning, and Curriculum for Social and Emotional Development. The general schedule is attached (Appendix A), although variations in program as well as differing daily circumstances frequently alter the actual schedule in the centers.

III. Objectives

The general objectives for the program as stated in the 1974-1975 Proposal: Philadelphia Prekindergarten Head Start are as follows:

A. For Children

1. To provide daily living experiences that will promote the total development and well being of the child.

2. To promote health services of both a psychological and physiological nature.

3. To meet the nutritional needs of individual children with respect to the community as a whole.

4. To provide a means for early identification of emotional, physical, and intellectual problems in children.

5. To stimulate and develop positive attitudes toward self and others.

6. To improve children's understanding and use of language.

7. To improve perceptual and auditory discrimination.

8. To develop improved motor skills.

9. To develop social and academic readiness of entrance into the kindergarten program.

B. For Parents

1. To provide coordinated services which would enable families to make more effective use of school-community resources.

2. To provide parents with information and techniques to be used by them in fostering the growth and development of children.

3. To provide parents with health and nutritional information, training, and services.

4. To increase positive interaction between the parent, the community and the school.

5. To enable parents to help develop and sustain quality services and relevant programs to assist them in carrying out their parental responsibilities.

6. To develop and support leadership among parents.

7. To encourage parents to initiate and participate in a variety of self-development activities.

C. For Community

1. To improve the level of living in the community by fostering cooperative action for the achievement of program goals.

2. To encourage, support, and promote the activities of organizations and institutions concerned with achieving Head Start goals and objectives for all children and their families.

3. To support and promote local community civic, and social, and non-partisan political/action for the general welfare.

THE EVALUATION

I. Introduction

The evaluation activities of the Office of Research and Evaluation (O.R.E.) have been concerned primarily with the program's objectives as they relate to children. Several areas were identified by program staff and O.R.E. as having priority:

- Documentation of existing practices and procedures in the centers,
- Developmental assessment of all children using the Denver Developmental Screening Test (D.D.S.T.) in January and May,
- The development of observation forms, in conjunction with center staff and model resource personnel, which will be used in 1975-1976 to assess the extent to which center programs are implementating their designated models,
- The preparation of individual pupil data information so that Prekindergarten Head Start children may be identified as such in the early childhood longitudinal study.

The statement of program objectives in very general terms up to this point has made it difficult to assess whether or not any of these objectives has been reached. In the future, the statement of the program's objectives in

measurable terms would facilitate the evaluation effort as well as providing the program with specific feedback regarding how well these objectives have been attained. The Program Administrator plans to have a series of joint program/evaluation staff meetings to concentrate on this effort.

II. Summary of Observation Reports

A. Background

Philadelphia's Prekindergarten Head Start Program has been designed to implement five different early childhood educational models. The five models have been described in the 1974-1975 Proposal and have been an integral part of the proposal's structure since the program's inception. The five models have also been described in the Comprehensive Educational Plan written during the summer of 1974. Yet the program seems to be still in the initial stages of implementing all but the Behavioral Analysis and Montessori models. Even in these models, staff turnover through the years has meant there have been classes which have had teachers without model training. Further problems in model implementation have arisen because of disagreement about the model designation of several centers. Nevertheless, programming according to model specifications remains the theoretical basis for daily operation.

B. Distribution of Centers by Model

The Center Personnel and Location List, issued by the Prekindergarten Head Start Office in the Spring of 1975, provides a distribution of centers according to model as in Table 1.

TABLE 1

Distribution of Centers by Model According to Center & Personnel Location List

	Number of Centers
Behavioral Analysis	3
Bank Street	2
Montessori	2
Responsive Learning	7
Curriculum for Social and Emotional Development	3
No Designated Model	4
	20

This distribution has not been understood or agreed upon by all program personnel; there is not a consensus on the follow points:

- One center (Hartranft), listed as Bank Street, has stated that they have not been told they are implementing a Bank Street curriculum. The rooms in the center have had varied approaches.
- Centers listed as Curriculum for Social and Emotional Development are unsure as to the major guidelines of this model. They have been operating as "just plain

good Head Start" or as open classrooms.

· Centers listed as having no designated model have been operating open classroom programs.

The distribution of centers according to their mode of operation (see Table 2) is thus different from the list printed by the Head Start Office. The clear identification of all centers is a prerequisite to the implementation of each model.

TABLE 2

Distribution of Centers by Model as Actually Operated in 1974-1975

Model	Number
Behavioral Analysis	3
Montessori	2
Bank Street	1
Responsive Learning	7
Curriculum for Social and Emotional Development, Open Classroom, and non-model	7
	20

C. Staff Training - By Model

There has been great variation in the provision of model training to staff for each of the various models. In addition, frequent staff replacements, the absence of an on-going in-service model-training program, and the unavailabity of

model resource personnel for the resolution of day to day problems have meant that some staff have had minimal training and have been without access to additional help.

Behavioral Analysis

Staff training was not begun this year until December because of numerous contract difficulties. The training was done by an outside, out-of-town source. Until December, center staff operated only a limited B.A. program and did not use the B.A. curriculum. Once the trainers did start their program on a few days per month basis, center staff received model instruction for the remainder of the year.

Teacher vacancies in two classrooms in one center, (Bethel) with a continuing influx of substitutes, made it difficult to operate the model in the double classroom there for most of the year. New teachers in each of the other two centers--one was a long term substitute who came at mid-year--had to receive initial training.

This was the third year that training in this model was conducted by outside consultants. The center which has experienced the fewest staff changes over the years (Duckrey) was able to operate its program by having experienced staff train the substitute. Both of the other two centers needed additional resource personnel on a more regular basis to implement their model fully and to run a smooth program.

Montessori

The Prekindergarten Head Start Program has, up to this point, not assumed responsibility for either the initial or the in-service training of Montessori teachers. It has, however, given permission on several occasions for the teachers certified before being hired by Head Start to attend inner-city Montessori meetings sponsored jointly by the Early Learning Center and the Raven Hill Academy. Model training has been less of a problem for Montessori teachers because the program specifies that teachers must hold Montessori training diplomas before they are hired as permanent teachers. However, out of the five classrooms in Montessori centers, only two are filled by permanent teachers; the others were taught by long-term substitutes for the entire year. For two of these classrooms, this was the second year without Montessori-trained teachers. Montessori training courses finish in May and if the program's exams can be scheduled in the spring when teachers are looking for jobs, hiring the newly trained teachers should not be a problem. The Program Administrator has been trying to make arrangements to secure the needed teachers for the fall.

The Montessori model would be more fully implemented if some type of on-going in-service training program were made available for parents and aides as well as for teachers.

Bank Street

Since Ebenezer Head Start, operating a Bank Street program, was moved to Hartranft in September, 1974, the staff has repeatedly said that they were not operating a Bank Street program. Two of the teachers at Hartranft have had no previous Bank Street training and the loss of that center's Instructional Coordinator mid-year hindered any implementation of the model in the center. The three classrooms were observed to be operating according to different philosophies at the time of the site visits, and the staff claimed it was a non-model center for the year.

There were fewer problems at Stanton. The single teacher there who was a permanent staff member received Bank Street training in prior years and organized the program according to this training. However, this center has been handicapped because a Head Teacher was not hired, and the center had a succession of substitutes throughout the year. The Stanton staff was able to receive no additional training during 1974-1975.

Responsive Learning

Toys, manufactured and marketed by the Far West Laboratory to be used in the Parent-Child Toy Lending Library as well as during specific learning episodes[1] during the work/play period, were distributed to those centers designated as Responsive Learning

[1] A learning episode is an instructional sequence using a specified learning materials and an exact series of questions and directions to help the child understand the concepts around which the material was designed.

Centers as staff was trained in their use.
One instructional Coordinator has had the total responsibility for training in this model and has received training from model resource personnel. Head Start centers have been arranged in clusters so that all Responsive Learning centers were in a single cluster, and all centers in that cluster were to operate according to this model.

Some parents were trained in each of four centers by the Instructional Coordinator as a prerequisite to borrowing toys to use with their children in the Toy Lending Library program. As each parent had to be trained for eight sessions and as only four parents could be trained at a single time, very few parents were able to participate.

Training for the regular teaching staff was also to be conducted by the Instructional Coordinator. The plan was to teach the Head Teachers from each center how to use the toys at the bi-weekly Head Teachers' meetings. The Head Teachers were then to train the rest of the staff during the time set aside (one afternoon a week for planning.

When the third Instructional Coordinator for the program moved to another city in December, the other Instructional Coordinators each assumed responsibility for half of the third coordinator's centers. This meant non-Responsive Learning Head Teachers were going to the training meetings. It also meant the Instructional Coordinator had less time to visit centers and to train parents in the Toy Lending Library program. By the spring,

other program considerations became priorities and the training sessions were no longer conducted.

The result was that while the toys appeared in centers, in Responsive Learning centers as well as in some of the other centers, now under this Instructional Coordinator's supervision, there were few times when the actual learning episodes required by the model were seen to occur. With the exception of an occasional learning episode, these centers did not operate programs which were distinct from the Curriculum for Social and Emotional Development or non-model centers.

Curriculum for Social and Emotional Development

Head Start staff, regardless of level, have not seemed to have had a clear idea of this model's characteristics as differentiated from general good preschool programming. Centers designated Child Development have been operating programs which combine elements from several models and, most often, appear to be operating according to the guidelines of open classroom or British Infant School philosophy. The centers without a model designation have not had programs different from the centers in this group. When center staff has said that they have not received training in this model, the response has been that all general training has been given to implement the Child Development Program. Clarification of model guidelines would help staff recognize that what they are doing is or is not consonant with model guidelines.

Sometimes staff has been given permission and encouragement

to use to use their half day planning time to go to the two teachers' centers to make classroom materials. Since the teachers' centers have been established as a major force in staff development for open classroom programs, this influence has been carried back into the centers.

Conclusion

While a continuous program of in-service model training has not been available across models in the past and while such a program is essential for full model implementation, there are signs that the program is concerned with this aspect of staff development and has taken steps to improve the situation. Staff is becoming increasingly aware that the training they have received is model related. The 1975-1976 Training Plan ennumerates sessions planned for both parents and staff in some of the models; the Program Administrator has been involved in discussions with model resource personnel to arrange a more thorough program of staff development next year. Finally, the Program Administrator hopes to make arrangements to fill the three Montessori positions in September. These are all positive indications that major improvements in in-service model training will be forthcoming in 1975-1976.

Continuity of Educational Program

Follow Through research indicates that children benefit most from an educational program if practices, procedures, and goals are continuous over a period of several years. In order to assure continuity of the type of program children attend, Pre-kindergarten Head Start centers were created to implement the same model or a model which would compliment the elementary schools the

children later attend. Table 3 shows a comparison of center models with the model most children in the school will be attending.

Table 3

Continuity Between Model in Pre-K Head Start and Elementary School

Center	Model	Feeder School	Model
Bethel	B.A.	Pratt-Arnold	B.A.
Darrah	Res. L.	Darrah	Non-model
Drew	Res. L.	Drew	Phila. Process
Duckrey	B.A.	Duckrey	B.A.
Fulton	Ch. Dev.	Fulton	Open Classroom
Gt.Mt.Olive	B.A.	Arthur	B.A.
Hartranft	Ch.Dev.	Hartranft	To be Bilingual
Holsey	Ch.Dev.	Wister	Open Classroom
Kelly	Ch.Dev.	Kelly	Open Classroom
Ludlow	Res.L.-Bil.	Ludlow	Bi-Lingual
McMichael	Res.L.	McMichael	Phila. Process
Most Prec. Blood	Mont.	Blaine	To be B.A.
Mt. Zion	Res.L.	Harrison	Parent Imp. & Phila. Process
Mercy	Mont.	Elverson	Banks Street
Peace	Ch.Dev.	Willard	Non-model
St. Francis	Res.L.	Wilson	Phila. Process
St. J. Meth.	Res.L.	Jefferson	To be bi-lingual
St. J. United	Ch.Dev.	Webster	To be Bank Street
Stanton	Bank St.	Stanton	Bank Street
Stevens	Ch.Dev.	Stevens	Florida Parent
Trinity	Ch.Dev.	Wright	B.A.

B.A. = Behavioral Analysis, Bk. St. = Bank Street, Res.L.= Responsive Learning, Mont. = Montessori, Ch. Dev. = Curriculum for Social and Emotional Development, BiL = Bi-Lingual

There can be considered to be continuity in program type between the Responsive Learning and Philadelphia Process Models, as both stress the process and activity of learning as well as working with materials in order to form concepts and arrive at solutions to problems.

Table 3 shows that there are two instances in which center and elementary school programs have conflicting philosophy: Trinity (Child Development) to Wright (Behavioral Analysis) and Most Precious Blood (Montessori) to Blaine (to be Behavioral Analysis). In the first instance, since Trinity will no longer be a center after 1974-1975, this will not be a problem. In the second instance, when Blaine becomes a fully implemented Behavioral Analysis school, children will have a certain amount of adjustment to make, as the programs have substantially different reward systems as well as latitudes given in the choices children are allowed to make.

In addition to the problem noted above, because Prekindergarten Head Start boundaries have sometimes extended beyond those for the elementary schools listed in Table 3, some children are forced to attend an elementary school other than the one listed if the designated school does not have space for them. This year, the Social Services staff have been instructed to try to recruit enough children to fill vacancies from homes within the elementary school boundaries.

For the most part, the centers and the schools which the children will later attend will have the same type of program or programs, which will compliment one another. The Program Administrator is looking into ways to have Prekindergarten Head Start staff participate in the model training offered in the elementary schools so that programs can provide the greatest continuity possible.

E. Observation Items

1. History of the Observation Instrument

An observation form to be used to document existing practices in the centers was developed in 1973-1974 in conjunction with the Day Care Services Evaluation Unit. The Observation Form (See Appendix C) was revised after discussions with center staff, the Instructional Coordinators, and the Program Administrator. After use in 1973-1974, it was again slightly modified for use in 1974-1975.

While the form was not specifically designed to focus on model differences (other forms which will focus on this aspect have been in the process of being developed this year). Many items on the Observation Form deal with aspects of program implementation which should vary according to model philosophy. These items will be identified as such in the discussion that follows.

2. Observation Procedure

The following procedure was the general format for observing in the centers. The evaluator arrived at the center early in the day but usually after staff had begun to work and some of the children had arrived. It was felt that it was important that staff not engage in any special activities because of the evaluator's presence; staff was never notified when the observations would take place.

A blank Observation Form was shown to any staff who had not previously seen the form--new staff or a substitute--and it was explained that the purpose was to record what was happening

in the center that day. Observations were discussed with the entire staff while the children were napping or after the children had been dismissed if the visit fell on a half-day of school. During the discussions, it was stressed that it was important, if the Observation Form was to be a valid as well as a useful tool, that staff and evaluator should agree upon the accuracy of the description of what had happened. If there were differences in viewpoint (occasionally there were), the matter was discussed until a common viewpoint could be established.

3. Frequency of Observations

The unequal number of centers and classrooms in each model resulted in an uneven number of observations for each model. See Tables 4 and 5.

Table 4
Number of Classes in Program by Model

Model	Number
Behavioral Analysis	9
Montessori	5
Bank Street	2
Responsive Learning	17
Curriculum for Social and Emotional Development & non-model	17
Total number of classrooms	50

Table 5
Number of Observations Made for Each Model

Model	Number
Behavioral Analysis	10
Montessori	15
Bank Street	3
Responsive Learning	26
Curriculum for Social and Emotional Development & non-model	50
Total Number of observations	104

The number of classrooms do not seem to bear a relationship to the number of observations made per model because some models had several more instances where more than one class of children were grouped together in a single environment. When more than one class shared a single environment, only one observation record was written.

A total of 104 observation records were completed, and all full morning visits were documented. In addition, there were some visits in the afternoon on an informal basis which were not recorded.

4. Limitations of the Observation Form

An analysis of a number of the observation items indicates that some items have considerable "good" and "bad" connotations and that others are worded so generally that a wide range of conditions were recorded as being included in a single category. When almost all centers are found to be recorded as being within a single category, (the case of a few items) the item becomes questionable. Furthermore, words such as "dirty, disorganized, loud, gloomy, messy, worn, limited evidence of care" are so perjorative that only extreme situations are recorded as such. In the future, categories need to be more specifically defined to lessen the "good/bad" connotations and to permit greater distinction among situations. A revised observation form (1975-1976) is included as Appendix E.

In addition to the above difficulties, the attention that the present form gives to routines rather than to instructional activities in which children are engaged neglects much of the intent

of both the program and the evaluation effort. In the near future, the educational program will receive more specific attention.

5. Total Program Data

a. Number of Groups Per Classroom

The majority of children occupy single classroom facilities, as can be seen in Table 6. The space provided is generally adequate with two exceptions (Duckrey and Most Precious Blood).

Table 6

Number of Groups Per Classroom

Type of Grouping	Totals	Model				
		B.A.	Mont.	Bk.St.	Resp.L.	Ch.Dev.
Single Classroom	25	1	5	0	5	14
Double Classroom	8	1	0	1	4	2
Triple Classroom	4	2	0	0	1	1

Centers in which three classes were grouped together in a large single room presented continuing problems for controlling behavior, noise, and the use of toileting facilities. Fifty or more children within a single enclosure without resource to additional rooms created many more management problems than were found in double or single classrooms.

b. Staffing

Staff absences due both to personal illness and turnover with accompanying lengthy replacement procedures have handicapped the smooth operation of the program by placing continual

stress on both children and other staff and preventing the fullest variety of activities for children during the day.

At least one regular staff member was absent during more than half of the observation visits (See Table 7). Occasionally a teacher and an aide were both absent. In this latter situation, a full time aide was sent, in a number of instances, to the classroom without staff to work with the substitute teacher; in this way, the children had at least one person with whom they were familiar and who knew the routine.

Table 7

Staff Absences

N = 104

Lack of Full Staff Caused By:	Number
Absent teachers-substitutes present	30
Absent teachers-no substitute present	3
Absent aides-no replacement	26
	59

While absences due to illness cannot be prevented and while staff should be encouraged to use their professional days, in the case of teacher turnover, the hiring of substitutes and long term substitutes either because of unexpedited hiring procedures or as a way to save money has resulted in less than optimal programming for the children. In some centers, no Head Teacher, who would have provided leadership and direction for the rest of the staff, was hired all year. In the case of Montessori centers, as previously mentioned, the exam for hiring was not given at an opportune time so that no regular teachers were engaged during the

entire year for three classrooms. When aides were ill for a prolonged period, teachers had to handle the class alone for an extended period.

Fortunately, the Head Start administrator has made a budgeting provision to hire substitute aides and has scheduled the Montessori exams at a more opportune time. If hiring procedures can likewise be processed more speedily, the program should greatly benefit.

c. Parent Participation in Classroom Activities

Table 8 shows the number of parents present at each observation. Parents who stayed for only five to ten minutes at the beginning of the day were not counted. The distribution of parents according to model appears later on pages 53 and 54.

Unless training is provided and preparation are made to engage parents in purposeful activities, parents will tend to remain, at best, non-participatory observers. In one extreme case parents there ostensibly to volunteer, were observed sitting and talking in the kitchen without contributing in the least to classroom activities. More attention to parents, contributing to their development as active assistants, would benefit parents, staff, and children.

Table 8

Parents Present During Site Visits

No. of Parents	Number of Observations
None present	64
One or two present	26
More than two present*	14
	104

* In double or triple classrooms there might have been two or three parents in the entire room but the result was that only once were more than two parents present per classroom.

Table 8 shows that in over half of the observations, no parents were seen in the centers. The extent of parent participation in classroom activities was somewhat lower than these figures suggest because when a single parent was present in a double classroom setting, the rooms were recorded using a single form and the room was marked as having one parent present; there was not actually one parent present per classroom. Similarly, in the category "more than two present", in only one case were there more than two parents present per classroom. About five fathers were seen in the classrooms during the year; for the most part, parent volunteers were mothers.

The Prekindergarten Head Start program has stressed parent involvement since its inception and parents are involved in the program in a number of levels (Center Committee

meetings, Parent Policy meetings, accompanying children on field trips, component educational meetings, and raising money). The degree to which parents are incorporated into daily class functioning indicates that this is an area which could profit from attention, at least in providing staff training in the optimal use of parents. As center staff presents increasingly useful and interesting activities in which parents have become involved, parents will less frequently leave the centers after they deliver their children. In some centers, parents are an integral part of the daily program, but this is not usually the case.

If one holds that at least one parent should be present every day in each classroom, parent volunteers present in only 46% of the classrooms is an area for considerable program improvement. On the other hand, considering the past tradition of parents not participating in classroom activities, the presence of at least one parent in almost half of the observations may be commendable.

6. Observation Variables

Overview

While an analysis of the data reveals that, on a number of items, classrooms of the same model varied considerably, there were aspects of center programs which are similar regardless of model. Differences found among classrooms of the same model will be noted later in this report; attention is

needed in consistent implementation of each model in order to be able to determine the specific effects of that model. On the other hand, certain items had enough consistent appearance throughout the program that program generalizations could be made. On any single observation item, at least one third of the centers were observed to be following procedures for good early childhood programming regardless of model.

The Observation Form was divided into four main categories: (1) Room Arrangement and Provisioning, (2) Grouping Arrangements, and (3) Routines. An additional category, (4) Parent Participation in Classroom Activities, was created by summarizing data contained on the cover of the Observation Form. Model characteristics and variations in implementation are reported in the discussion of each section. For the exact wording of any item on the Observation Form refer to Appendix C; for a complete account of model and program frequencies on each item, refer to Appendix D.

Prior to the description of model differences for each category in the Observation Form, a general program summary as well as an overview explaing the aspects of the category are found. It should be noted that these general program descriptions represent a summary of all of the observation records. Because there are so many more Responsive Learning and Child Development centers and, consequently, more observation records, the program summaries really reflect the operation of

these two models (73% of all observation records). This limitation should be kept in mind while reading the General Center Characteristics for each model.

a. Room Arrangement and Provisioning

Introduction

Room arrangement and provisioning refer to that aspect of programming which includes the ways in which a classrom is organized and materials are set out for children to use during the instructional or work/play period. Different models theoretically advocate different environmental settings; the present instrument is limited in its ability to differentiate in this respect. Future observation reports will be based on more precise items, operational translations of the underlying theory to detect model differences.

General Center Characteristics

While there are some aspects of provisioning which should and do vary according to model philosophy and implementation, there are other aspects which reflect good early childhood programming regardless of model. Items of this nature which were observed with the greatest frequency are noted below. In general, it can be said that a typical Prekindergarten classroom, regardless of model, had the following characteristics:

A typical Head Start classroom contained a single class

of children working with a teacher and an aide. The room was subdivided into activity areas and there was some place in the room, (cubicles) for children to keep personal items items. At least some materials were arranged on shelves so that the children could go to where the materials were kept, decide what to do, use the materials, and return them to their proper place. The room was also arranged so that children could help in the major cleaning and straightening activities at the conclusion of the free choice work/play period. The center typically had several activity areas containing materials which were organized by type, i.e., all science materials were kept together. In a little over half of the centers, there were many activities from which children could choose in any single area.

The typical center contained a wide variety of socio-dramatic materials many of which the adults brought from home. Many dress-up clothes, suitcases, purses, empty food containers, dolls and housekeeping items could be seen set up in a kitchen. Small motor materials were more limited; less than half of the centers had a wide variety of activities which would help this type of muscle development. Also more limited than socio-dramatic materials were math and pre-math games and activities. Children had the fewest materials to use in the science and language areas. In almost half the centers, many teacher-made games and materials could be found. Teachers often said that they had gotten ideas for such games by spending

an afternoon allotted for planning at the Durham Center or the District Six Advisory Center.

The bulletin boards in a typical Head Start room had been made with great care; children's work was thoughtfully displayed. Almost half of the centers had a lot of children's work on the walls or hanging from the ceiling (mobiles). These might remain up for several weeks at a time. The typical room was bright and cheerful. Although shelves were generally neat, in about one third of the centers some areas in the room needed more attention to cleaning and straightening. Storage was inadequate in the majority of the rooms.

Across the program, it can be said that activity areas which were moderately or minimally developed (especially language, science, and fine motor) could have been more effective with more materials. In many instances, storage facilities need to be expanded. The observation summaries suggest that while most rooms had many positive aspects of good preschool provisioning, closer supervision and more staff development opportunities to permit staff to make appropriate materials would be beneficial in helping to raise the quality of the environment and the range of activities available for children.

Model Analysis

Behavioral Analysis

Behavioral Analysis classrooms were generally divided into activity areas although there was a central area in each room

where tables were arranged at which math and handwriting activities were conducted. Reading activities were led either with children gathered around the teacher on a rug or with chairs arranged in a semi-circle with the teacher in the center. This is all in accordance with model specifications. The activity areas were used either before breakfast or as an option during the spend (choice according to token earned during the work period) period. Many of the materials used by the children during the spend period were stored as were the B.A. textbooks and specific handwriting materials. The adults routinely stored many materials; this limited the degree to which children could participate in clean up.

Activity areas in this model were somewhat developed; there was variation, however, among centers, with some providing quite a lot of materials and others providing few. Math materials were most numerous with language and socio-dramatic next in quantity. Some materials supplied by the model sponsor did not arrive until the year was half over. For this reason, even math and language materials which should have been ample because the model specifies exactly what is needed were not adequate to meet the needs of all children enrolled at the time the observations were conducted. Science materials were most often sparse. There were few teacher-made materials for children to use; these areas are not stressed by the model.

In B.A. centers, some children's work, displayed sometimes

without too much care, was found to decorate the walls and bulletin boards. Occasionally this work was fresh, but sometimes worked stayed up from one site visit to the next over a period of weeks. The rooms were moderately cheerful and lighted moderately well. There was need for additional cleaning parts of some rooms and for straightening of shelves and housekeeping corners.

Materials were not consistently organized by type nor were they consistently put back in good order. For two of the rooms storage facilities were greatly inadequate; in these rooms, the stored materials needed considerable straightening. One room did not have enough space for the three groups of children which spent a portion of the day together.

While the adults in all centers generally used low to moderate voices, children most often used moderate to loud voices with intermittent shouting in two of the three centers. The presence of more than one class within a single environment in all three B.A. centers helped make noise control difficult.

The following tables give the distribution of observations for the room arrangement and provisioning items. Three centers were observed; one form was used for the centers where three classrooms occupied a single environment and two forms for the center where two classrooms were in one setting and another class occupied an additional classroom.

For an exact account of observation items on room arrangement and provisioning--Behavior Analysis, see Table 9.

TABLE 9

ROOM ARRANGEMENT AND PROVISIONING

BEHAVIORAL ANALYSIS (N=10)

ITEM	ITEM # ON OBSERVATION FORM	# OF OBSERVATION
Arrangement of Furniture and Materials		
Open, pheripheral furniture arrangement	7	2
Subdivided into small activity areas	7	8
Cubbies are present	9	6
No special places for children to store their things	9	4
Materials are used by children are readily accessible	8	2
Materials used by children are mostly stored	8	0
Materials used by children are partly accessible and partly stored	8	8
Room is arranged so children can participate in cleaning up	67	6
Room is arranged so that adults do major straightening	67	4
Amount of Materials for Children's Use		
Activity areas greatly developed	6	2
Activity areas moderately developed	6	4
Activity areas minimally developed	6	4
Ample socio-dramatic materials	10	6
Moderate amount of socio-dramatic materials	10	2
Socio-dramatic materials sparse	10	
Small motor materials ample	11	2
Moderate amount of small motor materials	11	4
Small motor materials sparse	11	4
Language materials ample	12	0
Language materials are moderate	12	9
Language materials are sparse	12	1
Math, pre-math materials ample	13	8
Math, pre-math materials are moderate	13	2
Math, pre-math materials are sparse	13	0
Science materials are ample	14	2
Science materials are moderate	14	2
Science materials are sparse	14	6
Many teacher-made materials	15	0
Some teacher-made materials	15	2
Few teacher-made materials	15	8
Room Decorations and Displays		
Little children's work on display	27	2
Some children's work on display	27	7
A lot of children's work on display	27	1

TABLE 9 (cont'd)

ROOM ARRANGEMENT AND PROVISIONING

BEHAVIORAL ANALYSIS (N=10)

	ITEM # ON OBSERVATION FORM	# OF OBSERVATIONS
Room Decorations and Displays (cont'd)		
Work displayed with great care	28	4
Work displayed with some care	28	4
Work displayed with little care	28	1
Little work displayed	25	1
Great care in adult displays	29	4
Some care in adult displays	29	6
Little care in adult displays	29	0
No adult displays to rate	29	0
Wall decorations were mostly fresh	30	4
Wall decorations were some fresh, some worn	30	5
Wall decorations were mostly worn	30	1
General Room Appearance		
Room was generally bright	16	4
Room was moderately bright	16	6
Room was inadequately lighted	16	0
Room generally was cheerful	17	4
Room generally was moderately cheerful	17	5
Room was not cheerful	17	1
Room was clean	18	6
Some parts of room needed cleaning	18	4
Most areas in room needed cleaning	18	0
Room was quite tidy and straightened	19	7
Room was generally neat expect for one area	19	3
Room was untidy and needed picking up	19	0
The house-keeping area was straightened	20	7
The house-keeping area needed some straightening	20	3
The house-keeping area needed a lot of straightening	20	0
Generally shelves were neat	23	5
Shelves were moderately neat	23	4
Shelves were disorganized	23	1
Materials organized by type	24	6
Materials somewhat organized by type	24	3
Materials in need of considerable organization	24	1

TABLE 9 (cont'd)

ROOM ARRANGEMENT AND PROVISIONING

BEHAVIOR ANALYSIS (N=10)

ITEM	ITEM # ON OBSERVATION FORM	# OF OBSERVATIONS
General Room Appearance		
Materials were put back in good order	31 & 65	7
Materials were put back, some in order some not in order	31 & 65	2
Materials put back with limited attention to order	31 & 65	1
Storage facilities were straightened	21	3
Storage facilities needed some straightening	21	6
Storage facilities needed considerable straigntening	21	1
Storage facilities were adequate	22	3
Storage facilities were almost adequate	22	1
Storage facilities were inadequate-more storage is badly needed	22	6
General Noise Level		
Children were generally quiet using inside voices	25	2
Children used moderate voices, there was some shouting	25	7
Children used loud voices for a prolonged time	25	1
Adults used normal-low voices	26	7
Adults used moderate voices, raising them occasionally	26	3
Adults used loud voices frequently throughout the day	26	0

Montessori

Most rooms in this model were divided into activity areas which were generally well provisioned with a wide variety of materials. The small size of one of the classrooms precluded any other than an open, peripheral arrangement of furniture. In addition, there was one other room so arranged by intent.

The rooms in which regular Montessori teachers taught contained the traditional full range of Montessori materials. The rooms which were taught by substitute teachers had a more limited range omitting most of the traditional materials. Both Head Teachers said there were enough Montessori materials stored in their centers to equip the classrooms after regular Montessori teachers are hired.

In all rooms most of the materials to be used by children were arranged on open shelving so that children could choose, use, and return the materials independently. This enabled the children to carry out a major role in all cleaning and straightening activities. Children were also observed to participate in the weekly cot washing routine.

Socio-dramatic materials were sparse in all but one room. This was, however, to be expected because of the focus of the model. Small motor, language, and math materials were found to be ample in every case, but science materials were quite limited in most instances. In some rooms, primarily those taught by the regular Montessori teachers, many teacher-made

materials were seen, while only few were found in the other instances.

There was generally only a small amount of children's work on display in the rooms. The model specifies that there should be limited visual distractions on the walls. Displays made by adults were also infrequently found; some of these were not changed very often. There was, in general, great care spent in making materials children used but little emphasis given to wall displays. This, again, is in accordance with the model's philosophy which stresses that children's attention should be focused primarily on the learning or didactic materials.

Rooms in the Montessori centers were clean, bright, and generally cheerful. In a few instances, some shelves needed more straightening, but usually the rooms were neat with the materials organized by type. The storage facilities, in most instances, were adequate and kept well straightened.

Both children and adults tended to use low voices throughout the morning.

For a full summary of room arrangement and provisioning refer to Table 10.

TABLE 10

ROOM ARRANGEMENT AND PROVISIONING

MONTESSORI (N=15)

ITEM	ITEM # ON OBSERVATION FORM	# OF OBSERVATIONS
Arrangement of Furniture and Materials		
Open, Pheripheral furniture arrangement Subdivided into small activity areas	7	6
Cubbies are present	9	10
No special places for children to store their things	9	5
Materials used by children are readily accessible	8	15
Materials used by children are mostly stored	8	0
Materials used by childre are partly accessible and partly stored	8	0
Room is arranged so children can participate in cleaning up	67	14
Room is arranged so that adults do major straightening	67	1
Amount of Materials for Children's Use		
Activity areas greatly developed	6	10
Activity areas moderately developed	6	2
Activity areas minimally developed	6	3
Ample socio-dramatic materials	10	0
Moderate amount of socio-dramatic materials	10	1
Socio-dramatic materials sparse	10	14
Small motor materials ample	11	12
Moderate amount of small motor materials	11	3
Small motor materials sparse	11	0
Language materials ample	12	9
Language materials are moderate	12	2
Language materials are sparse	12	4
Math, pre-math materials ample	13	10
Math, pre-math materials are moderate	13	0
Math, pre-math materials are sparse	13	5
Science materials are ample	14	3
Science materials are moderate	14	2
Science materials are sparse	14	10
Many teacher-made materials	15	7
Some teacher-made materials	15	3
Few teacher-made materials	15	5
Room Decorations and Displays		
Little children's work on display	27	8
Some children's work on display	27	6
A lot of children's work on display	27	1

TABLE 10 (cont'd)

ROOM ARRANGEMENT AND PROVISIONING

MONTESSORI (N=15)

ITEM	ITEM # ON OBSERVATION FORM	# OF OBSERVATION
Room Decorations and Displays (cont'd)		
Work Diaplayed with great care	28	8
Work displayed with some care	28	2
Work displayed with little care	28	2
Little work displayed	25	3
Great care in adult displays	29	8
Some care in adult displays	29	1
Little care in adult displays	29	5
No adult displays to rate	29	1
Wall decorations were mostly fresh	30	11
Wall decorations were some fresh, some worn	30	2
Wall decorations were mostly worn	30	2
General Room Appearance		
Room was generally bright	16	15
Room was moderately bright	16	0
Room was inadequately lighted	16	0
Room generally was cheerful	17	11
Room generally was moderately cheerful	17	4
Room was not cheerful	17	0
Room was clean	18	14
Some parts of room needed cleaning	18	1
Most areas in room needed cleaning	18	0
Room was quite tidy and straightened	19	12
Room was generally neat except for one area	19	3
Room was untidy and needed picking up	19	0
The house-keeping area was straightened	20	14
The house-keeping area needed some straightening	20	1
The house-keeping area needed a lot of straightening	20	0
Generally shelves were neat	23	11
Shelves were moderately neat	23	4
Shelves were disorganized	23	0
Materials organized by type	24	12
Materials somewhat organized by type	24	3
Materials in need of considerable organization	24	0

TABLE 10 (cont'd).

ROOM ARRANGEMENT AND PROVISIONING

MONTESSORI (N=15)

ITEM	ITEM # ON OBSERVATION FORM	# OF OBSERVATIONS
General Room Appearance		
Materials were put back in good order	31 & 65	13
Materials were put back, some in order some not in order	31 & 65	2
Materials put back with limited attention to order	31 & 65	0
Storage facilities were straightened	21	13
Storage facilities needed some straightening	21	2
Storage facilities needed considerable straightening	21	0
Storage facilities were adequate	22	12
Storage facilities were almost adequate	22	2
Storage facilities were inadequate-more storage is badly needed	22	1
General Noise Level		
Children were generally quiet using inside voices	25	12
Children used moderate voices, there was some shouting	25	3
Children used loud voices for a prolonged time	25	0
Adults used normal-low voices	26	14
Adults used moderate voices, raising them occasionally	26	1
Adults used loud voices frequently throughout the day	26	0

Bank Street

The one room which operated according to Bank Street model guidelines was divided into activity areas which had a moderate amount of materials for children to use. The staff frequently took additional materials from closets for specific activities and encouraged children to do the major cleaning and straightening of materials whether these were gotten from shelves or the teachers had taken them from closets.

With the exception of science materials, which were ample, materials in all other areas were sparse or moderate, tending most often to be quite sparse. The staff used dittoed worksheets for math and handwriting to supplement the limited materials which were available. Teacher-made materials for children to use appeared more frequently as the year progressed.

While the adults took great care in making the wall displays and in displaying children's work, sometimes, these decorations had not been changed from one site visit to the next.

The room was brightly lit and moderately cheerful. Some attention was needed in keeping parts of the room clean and tidy. Shelves were always found to be neat at the beginning of the day, although, on one visit additional care was needed to maintain this order after clean up had been completed. When straightened, the storage facilities seemed adequate; this was more often the case than not.

While the adults always used quiet voices, the children's voices occasionally grew quite loud.

For a full account on the observation items dealing with room arrangement and provisioning, see Table 11.

TABLE 11

ROOM ARRANGEMENT AND PROVISIONING

BANK STREET (N=3)

ITEM	ITEM # ON OBSERVATION FORM	# OF OBSERVATIONS
Arrangement of Furniture and Materials		
Open, pheripheral furniture arrangement	7	0
Subdivided into small activity areas	7	3
Cubbies are present	9	3
No special places for children to store their things	9	0
Materials used by children are readily accessible	8	1
Materials used by children are mostly stored	8	0
Materials used by children are partly accessible and partly stored	8	2
Room is arranged so children can participate in cleaning up	67	3
Room is arranged so that adults do major straightening	67	0
Amount of Materials for Children's Use		
Activity areas greatly developed	6	0
Activity areas moderately developed	6	3
Activity areas minimally developed	6	0
Ample socio-dramatic materials	10	0
Moderate amount of socio-dramatic materials	10	2
Socio-dramatic materials sparse	10	1
Small motor materials ample	11	0
Moderate amount of small motor materials	11	1
Small motor materials sparse	11	2
Language materials ample	12	0
Language materials are moderate	12	1
Language materials are sparse	12	2
Math, pre-math materials ample	13	0
Math, pre-math materials are moderate	13	1
Math, pre-math materials are sparse	13	2
Science materials are ample	14	3
Science materials are moderate	14	0
Science materials are sparse	14	0
Many teacher-made materials	15	0
Some teacher-made materials	15	1
Few teacher-made materials	15	2
Room Decorations and Displays		
Little children's work on display	27	1
Some children's work on display	27	1
A lot of children's work on display	27	1

TABLE 11 (cont'd)
ROOM ARRANGEMENT AND PROVISIONING

BANK STREET (N=3)

ITEM	ITEM # ON OBSERVATION FORM	# OF OBSERVATIONS
oom Decorations and Displays (cont'd)		
Work displayed with great care	28	2
Work displayed with some care	28	1
Work displayed with little care	28	0
Little work displayed	25	0
Great care in adult displays	29	3
Some care in adult displays	29	0
Little care in adult displays	29	0
No adult displays to rate	29	0
Wall decorations were mostly fresh	30	2
Wall decorations were some fresh, some worn	30	0
Wall decorations were mostly worn	30	
eneral Room Appearance		
Room was generally bright	16	3
Room was moderately bright	16	0
Roo was inadequately lighted	16	0
Room generally was cheerful	17	0
Room generally was moderately cheerful	17	3
Room was not cheerful	17	0
Room was clean	18	1
Some parts of room needed cleaning	18	2
Most areas in room needed cleaning	18	0
Room was quite tidy and straightened	19	2
Room was generally neat except for one area	19	1
Room was untidy and needed picking up	19	0
The house-keeping area was straightened	20	2
The house-keeping area needed some straightening	20	1
The house-keeping area needed a lot of straightening	20	0
Generally shelves were neat	23	3
Shelves were moderately neat	23	0
Shelves were disorganized	23	0
Materials organized by type	24	3
Materials somewhat organized by type	24	0
Materials in need of considerable organization	24	0

TABLE II (cont'd.)

ROOM ARRANGEMENT AND PROVISIONING

BANK STREET (N=3)

ITEM	ITEM # ON OBSERVATION FORM	# OF OBSERVATIONS
General Room Appearance		
Materials were put back in good order	31 & 65	2
Materials were put back, some in order some not in order	31 & 65	1
Materials put back with limited attention to order	31 & 65	0
Storage facilities were straightened	21	2
Storage facilities needed some straightening	21	1
Storage facilities needed considerable straightening	21	0
Storage facilities were adequate	22	2
Storage facilities were almost adequate	22	1
Storage facilities were inadequate-more storage is badly needed	22	0
General Noise Level		
Children were generally quiet using inside voices	25	1
Children used moderate voices, there was some shouting	25	2
Children used loud voices for a prolonged time	25	0
Adults used normal-low voices	26	3
Adults used moderate voices, raising them occasionally	26	0
Adults used loud voices frequently throughout the day	26	0

Responsive Learning

Responsive Learning classrooms were generally arranged with the room divided into activity areas. There was considerable variation as to how accessible materials were to the children. In about half the rooms, the materials were partially stored and partially accessible. The remaining half was equally divided between rooms where the materials were mostly accessible, and on the other hand, where materials were mostly stored. Recourse to storing was most often determined by the staff's beliefs about whether materials would be damaged or stolen if left on shelves and whether they believed the children were capable of carefully handling and replacing the materials. The extent to which materials were stored limited the degree to which children could assume many straightening responsibilities.

There was again great variation in how many materials were found in the activity areas. In slightly less than half of the observations, such areas had a considerable amount of materials and activities from which children could choose. In about one third of the remaining visits, activity areas were found developed only to a limited extent.

Socio-dramatic materials were ample in most centers, staff had brought in clothing, purses, kitchen utensils, food boxes etc. to supplement the furniture equipment, pots and pans, and toy toasters supplied by the program. There was no consistent extent of small motor and language materials found; centers varied almost equally along rooms with sparse, almost adequate,

and ample supplies. Most centers had few math materials, although, again, variation was found among the centers. Half the centers were found to have ample science materials and half the time very few materials; either teachers put consistent effort into bringing science materials into the classroom or tended to overlook this area altogether. In only one center were few teacher-made materials found; over half the centers had many such materials.

The centers generally displayed quite alot of children's work and great care was taken in decorating the bulletin boards and walls. The displays were frequently changed, although some decorations were found to have stayed up for long periods of time, sometimes for the entire year.

The rooms were bright and cheerful or moderately cheerful depending on the freshness of the work on display or the care taken to display work. While additional attention was needed in maintaining optimal cleanliness in some rooms, most visits indicated that staff felt that straightening and tidiness were important; the rooms were kept in good order. Most shelves were neat with materials organized by type. As in other models, in instances where storage facilities seemed inadequate, stored materials needed organizing. Straightening may have made the facilities available appear more adequate.

Most often staff used low voices; children used moderate voices with some occasionally shouting. In some instances, staff used loud voices for a considerable portion of the day; children similarly did not make efforts to keep the noise level under control.

For a full summary of the observation items dealing with room arrangement and provisioning, see Table 12.

TABLE 12

ROOM ARRANGEMENT AND PROVISIONING

RESPONSIVE LEARNING (N=26)

ITEM	ITEM # ON OBSERVATION FORM	# OF OBSERVATIONS
Arrangement of Furniture and Materials		
Open, pheripheral furniture arrangement	7	3
Subdivided into small activity areas	7	23
Cubbies are present	9	20
No special places for children to store their things	9	6
Materials used by children are readily accessible	8	9
Materials used by children are mostly stored	8	6
Materials used by children are partly accessible and partly stored	8	11
Room is arranged so children can participate in cleaning up	67	21
Room is arranged so that adults do major straightening	67	6
Amount of Materials for Children's Use		
Activity areas greatly developed	6	10
Activity areas moderately developed	6	8
Activity areas minimally developed	6	8
Ample socio-dramatic materials	10	19
Moderate amount of socio-dramatic materials	10	6
Socio-dramatic materials sparse	10	1
Small motor materials ample	11	9
Moderate amount of small motor materials	11	9
Small motor materials sparse	11	8
Language materials ample	12	9
Language materials are moderate	12	7
Language materials are sparse	12	10
Math, pre-math materials ample	13	6
Math, pre-math materials are moderate	13	5
Math, pre-math materials are sparse	13	15
Science materials are ample	14	10
Science materials are moderate	14	3
Science materials are sparse	14	13
Many teacher-made materials	15	5
Some teacher-made materials	15	12
Few teacher-made materials	15	9
Room Decorations and Displays		
Little children's work on display	27	5
Some children's work on display	27	9
A lot of children's work on display	27	12

TABLE 12 (cont'd)
ROOM ARRANGEMENT AND PROVISIONING

RESPONSIVE LEARNING (N=26)

ITEM	ITEM # ON OBSERVATION FORM	# OF OBSERVATIONS
oom Decorations and Displays (cont'd)		
Work displayed with great care	28	21
Work displayed with some care	28	4
Work displayed with little care	28	1
Little work displayed	25	1
Great care in adult displays	29	18
Some care in adult displays	29	3
Little care in adult displays	29	4
No adult displays to rate	29	1
Wall decorations were mostly fresh	30	14
Wall decorations were some fresh, some worn	30	10
Wall decorations were mostly worn	30	2
eneral Room Appearance		
Room was generally bright	16	24
Room was moderately bright	16	2
Room was inadequately lighted	16	
Room generally was cheerful	17	16
Room generally was moderately cheerful	17	10
Room was not cheerful	17	
Room was clean	18	15
Some parts of room needed cleaning	18	11
Most areas in room needed cleaning	18	
Room was quite tidy and straightened	19	19
Room was generally neat except for one area	19	4
Room was untidy and needed picking up	19	3
The house-keeping area was straightened	20	18
The house-keeping area needed some straightening	20	8
The house-keeping area needed a lot of straightening	20	
Generally shelves were neat	23	19
Shelves were moderately neat	23	3
Shelves were disorganized	23	4
Materials organized by type	24	22
Materials somewhat organized by type	24	3
Materials in need of considerable organization	24	1

TABLE 12 (cont'd.)

ROOM ARRANGEMENT AND PROVISIONING

RESPONSIVE LEARNING (N=26)

ITEM	ITEM # ON OBSERVATION FORM	# OF OBSERVATIONS
General Room Appearance		
Materials were put back in good order	31 & 65	20
Materials were put back, some in order some not in order	31 & 65	3
Materials put back with limited attention to order	31 & 65	3
Storage facilities were straightened	21	16
Storage facilities needed some straightening	21	7
Storage facilities needed considerable straightening	21	3
Storage facilities were adequate	22	7
Storage facilities were almost adequate	22	12
Storage facilities were inadequate-more storage is badly needed	22	7
General Noise Level		
Children were generally quiet using inside voices	25	4
Children used moderate voices, there was some shouting	25	17
Children used loud voices for a prolonged time	25	5
Adults used normal-low voices	26	19
Adults used moderate voices, raising them occasionally	26	4
Adults used loud voices frequently throughout the day	26	3

Child Development or Open Classroom

All Child Development classrooms were divided into activity areas with most having a great amount of materials for children to use in each of several areas. Materials were most often readily accessible to the children. The rooms, in almost all instances, were set up so that children could participate in many cleaning and straightening activities.

The amount of socio-dramatic, fine motor, and science materials were generally ample while materials for language and math were evenly distributed among centers with sparse, almost adequate, and ample supplies. Most centers had many teacher-made materials.

A lot of children's work, displayed with thought and care, was found on most site visits. The wall decorations adults made were also carefully done; these were found to have been changed frequently.

Child Development classrooms generally were bright and cheerful places. More attention was needed in cleaning some of the rooms and in keeping them straightened. But in most centers, the rooms were well organized with neat shelves and materials organized by type. Again, where storage was adequate or almost adequate, stored supplies were kept in order; in situations where storage was badly needed, supplies tended to be piled one on top of another and appeared less well organized. Especially in centers using churches, staff seemed to

have had the space to build or the opportunity to scounge for additional shelving; this helped alleviate the limited storage space provided by the facilites.

In this group of centers children seldom used loud voices. Adults also used low voices when giving directions or talking with the children.

For a full summary of the observation items dealing with room arrangement and provisioning for the Child Development classrooms, see Table 13.

ROOM ARRANGEMENT AND PROVISIONING

CHILD DEVELOPMENT (N=50)

ITEM	ITEM # ON OBSERVATION FORM	# OF OBSERVATIONS
rrangement of Furniture and Materials		
Open, pheripheral furniture arrangement	7	0
Subdivided into small activity areas	7	50
Cubbies are present	9	37
No special places for children to store their things	9	13
Materials used by children are readily accessible	8	39
Materials used by children are mostly stored	8	1
Materials used by children are partly accessible and partly stored	8	10
Room is arranged so children can participate in cleaning up	67	46
Room is arranged so that adults do major straightening	67	4
mount of Materials for Children's Use		
Activity areas greatly developed	6	33
Activity areas moderately developed	6	15
Activity areas minimally developed	6	2
Ample socio-dramatic materials	10	40
Moderate amount of socio-dramatic materials	10	9
Socio-dramatic materials sparse	10	1
Small motor materials ample	11	27
Moderate amount of small motor materials	11	17
Small motor materials sparse	11	6
Language materials ample	12	17
Language materials are moderate	12	17
Language materials are sparse	12	16
Math, pre-math materials ample	13	17
Math, pre-math materials are moderate	13	18
Math, pre-math materials are sparse	13	15
Science materials are ample	14	27
Science materials are moderate	14	15
Science materials are sparse	14	8
Many teacher-made materials	15	27
Some teacher-made materials	15	22
Few teacher-made materials	15	1
oom Decorations and Displays		
Little children's work on display	27	6
Some children's work on display	27	11
A lot of children's work on display	27	33

TABLE 13 (cont'd)
ROOM ARRANGEMENT AND PROVISIONING

CHILD DEVELOPMENT (N=50)

ITEM	ITEM # ON OBSERVATION FORM	# OF OBSERVATIONS
Room Decorations and Displays (cont'd)		
Work displayed with great care	28	40
Work displayed with some care	28	10
Work displayed with little care	28	0
Little work displayed	25	0
Great care in adult displays	29	40
Some care in adult displays	29	9
Little care in adult displays	29	1
No adult displays to rate	29	0
Wall decorations were mostly fresh	30	29
Wall decorations were some fresh, some worn	30	14
Wall decorations were mostly worn	30	7
General Room Appearance		
Room was generally bright	16	37
Room was moderately bright	16	2
Room was inadequately lighted	16	1
Room generally was cheerful	17	37
Room generally was moderately cheerful	17	13
Room was not cheerful	17	0
Room was clean	18	29
Some parts of room needed cleaning	18	17
Most areas in room needed cleaning	18	4
Room was quite tidy and straightened	19	36
Room was generally neat except for one area	19	12
Room was untidy and needed picking up	19	2
The house-keeping area was straightened	20	36
The house-keeping area needed some straightening	20	14
The house-keeping area needed a lot of straightening	20	0
Generally shelves were neat	23	35
Shelves were moderately neat	23	12
Shelves were disorganized	23	3
Materials organized by type	24	42
Materials somewhat organized by type	24	6
Materials in need of considerable organization	24	2

ROOM ARRANGEMENT AND PROVISIONING

CHILD DEVELOPMENT (N=50)

ITEM	ITEM # ON OBSERVATION FORM	# OF OBSERVATIONS
neral Room Appearance		
Materials were put back in good order	31 & 65	38
Materials were put back, some in order some not in order	31 & 65	11
Materials put back with limited attention to order	31 & 65	1
Storage facilities were straightened	21	39
Storage facilities needed some straightening	21	10
Storage facilities needed considerable straightening	21	1
Storage facilities were adequate	22	15
Storage facilities were almost adequate	22	15
Storage facilities were inadequate-more storage is badly needed	22	20
eneral Noise Level		
Children were generally quiet using inside voices	25	25
Children used moderate voices, there was some shouting	25	21
Children used loud voices for a prolonged time	25	5
Adults used normal-low voices	26	39
Adults used moderate voices, raising them occasionally	26	10
Adults used loud voices frequently throughout the day	26	2

b. Grouping Arrangements

Introduction and General Center Characteristics

There are many factors which influence the grouping arrangements of a program : model philosophy, staff absence, competencies of aides, parent volunteers, available space, and tradition. Staff has been observed to rely increasingly on small group, rather than large group, instruction to teach specific skills or foster a special kind of interaction. There has been a change over the past year away from grouping children in large groups when the activity could be better carried out on an individual basis, requiring less waiting by children for materials etc. (especially in art activities). Teachers have been encouraged to divide the children into two groups for circle time, with the teacher taking half the class and the aide the other half. In general, where staff have all been present, where space has been available, and where aides have been encouraged to share in the teaching responsibilities, there has been little time spent in large groups during the morning. The majority of observation records showed that in few instances (13%) was little time spent in individualized activities.

In looking across models, these general trends emerge:

- In most observations, at least part of the morning was spend in individualized activities.
- In almost all programs, there was some time during which children could make choices, excluding the large motor period.

. Regardless of model, there were some centers (¼ of the observations) which continued to include whole group or large group activities, i.e., including a whole class in a single activity which could have been better carried out in small groups, even though the Instructional Coordinators have requested that this not be done.

. Circle time was also often conducted as a whole group activity which extended for a considerable period of time (over 20 minutes) even though smaller group size would have encouraged more child participation and language practice.

For the program summary as well as the ways in which different models were observed to group children, see Table 14.

TABLE 14

Scheduling

Grouping Arrangement	Item # on Form	B.A.	Mont.	Bk.St.	Res.L.	Ch. Dev.	Total Program
	N=	10	15	3	26	50	104
Little time was spent in individualized activities	32	4	2	2	3	3	14
Part of the morning was spent in individual activities	32	5	4	1	7	26	43
Excluding circle time & gross motor activities, most of the morning was spent in individualized activities	32	1	9	0	16	21	47
Outside of circle time & the large motor period, some time was spent in whole class activities	33	2	4	1	4	14	25
There was at least one period in which children were free to make many choices	34	5	15	3	25	46	93

As Table 14 shows, there was great variation in the ways in which different classrooms of the same model grouped children. Yet grouping procedures would seem to be an area in which classrooms implementing the same model would follow similar patterns. This aspect of model implementation might be considered for staff development sessions in order to consistently implement each model.

Model Analysis

Behavioral Analysis

In B.A. classrooms, the instructional period, called "earn time" was spent with children divided into small groups, each with an adult in charge. The children were assigned to these groups and were rotated for math, reading, and handwriting. If a staff member or parent scholar (in charge of all handwriting instruction) were absent, the staff that was present absorbed more children into their groups. These working groups remained relatively stable over time.

During the "spend time" which was conducted immediately after an "earn period", children were allowed to choose from a list of pre-selected activities. The degree of choice any child had depended upon the number of token chips he/she had earned during the work period. During the "spend time", children had to choose an activity and stay with it; they could not wander in and out of activities. "Spend" activities were sometimes individualized, riding bicycles, table games, or playing at the sand table, were typical activities or sometimes involved small group participation such as listening to a story or doing a set art activity. In half of the observations there was some time during which children could choose an activity on an individual basis; sometimes this was during the "spend" period and sometimes upon arrival in the morning. In the other half of the B.A. observations, there was

no period in which children were free to make many choices. In only one observation was most of the morning spent in individualized activities; this was before the full B.A. program and curriculum were being used. The ways in which "spend" and "earn" periods were organized did reflect model theory.

Montessori

In all Montessori classrooms there was at least one period during which the children made many choices; for the well implemented model, this free choice work period lasted the whole morning. In all but one observation it was found that most of the morning was, in fact, spent in individualized activities. In four observations, it was also found that some time outside of circle time and the gross motor period was spent in whole class activities. Sometimes these were conducted because substitute teachers planned large group instructional periods, similar to circle time but lasting longer (40 minutes). Other times this was observed because one center planned a time for all classes to join together for movies, music, and gymnastic instruction on a regular basis;

in this center, most of the rest of the morning was spent in an unbroken, individualized work period.

Bank Street

During the visits to the Bank Street center, children were seen in large or small group activities for most of the morning. While some time was set aside each day during which children could make many choices, the staff usually gave the children assigned ditto work which they had to complete before beginning a free play period. During this period, the children chose from activities set out on shelves, but the limited amount of materials in the center definitely restricted the degree to which children were able to make choices.

Responsive Learning

In a little over half of the observation records of Responsive Learning centers, the children were seen in individualized activities for most of the morning; thus the amount of time spent in individualized activities had considerable variation within this model. Almost all classrooms had at least one period during which children made many choices; this is in accordance with model guidelines. In only four instances were whole group activities observed other than circle time and the large motor period. The majority of activities provided were those in which children engaged in interactive play; several children used similar or identical

materials playing side by side or talking with each other (e.g. playing with large or small blocks, housekeeping, role playing, playing at the sand or water tables, doing art activities). The programs generally focused on encouraging children to interact and explore materials freely but did not provide a wide variety of structured individualized activities.

Child Development or Open Classroom

Slightly under half of the observations of Child Development centers indicated that most of the morning was spent in individualized activities. The other half spent only part of the morning in this manner; again, there was variation in model implementation. In this latter group of centers, about one third were found to schedule some time for whole group (15 or more children) activities. While the amount of time spent in individualized activities did not indicate that the model was being consistently implemented, the fact that most centers set aside at least one period in which children made many choices does reflect model philosophy.

c. Parent Participation

Information about parents who participated in classroom programs was reported earlier (pp. 17-19) for the program as a whole. Below is a summary of this information analyzed according to model. (See Table 15 for model frequencies.)

It should be noted that parents who participated in B.A. centers were paid as Parent Scholars and few parents were found to volunteer in classroom activities in these centers. Certainly a Parent Scholar program in all models would increase parent participation.

TABLE 15
Parent Participation - Model Summaries

Observation Item	Models B.A.	Mont.	Bk.St.	Res.Learn.	Child Dev.
N =	10	15	3	26	50
During the observation there were:					
No. parents present	1	14	2	19	26
One or two parents	4	1	0	4	17
Over two parents	5	0	1	3	6

Model Analysis

Behavioral Analysis

Parent Scholars, i.e., paid parent volunteers, have been an integral part of the Behavioral Analysis program, as they assist every day by conducting the entire handwriting curriculum for all children. The parents selected to be Parent Scholars serve on this daily basis for a period of eight weeks; changes occur three or four times a year to provide as many parents as possible with the opportunity of learning more about their children's program as well as providing them with some extra income.

When Parent Scholars were absent, there was considerable disruption of the program, as no handwriting activities were provided and math and reading groups had to be enlarged. Parent Scholars were absent more times than Table 15 shows because all but one B.A. classroom contained more than one group of children and the records which indicated that one parent was present meant that, in the double or triple class situations, two or more parents were necessary -- one per class -- to carry on a full program. In order to implement this model more completely, parent attendance is needed every day. Perhaps thought could be given to providing alternate scholars in case of absences.

Few parents, in addition to the Parent Scholars, were observed in B.A. classrooms. Some parents being paid for their assistance may discourage other parents from contributing their time without reimbursement.

Montessori

Montessori philosophy has generally held that it is undesirable to have any untrained person in the classroom. The fact that only one parent was found in any of the observations of Montessori classrooms may reflect this conviction. Even if parent participation in classroom activities is not a tenet of this model, it is a basic principle in the Prekindergarten Head Start program. These program guidelines might be better implemented, without conflicting with model theory, if parent training sessions were scheduled so that parents could be trained in ways in which they might give meaningful assistance in methods consonant with model guidelines.

Bank Street

The observations conducted at the Bank Street center found no parents present on two occasions and more than two parents present on the third occasion; this latter observation was conducted the same day as a center parents' meeting had been scheduled. The lack of a Head Teacher and the continuing reliance on substitutes probably did little to encourage more parent participation. As the model strongly stresses community as well as parent involvement, full model implementation would mean more sustained efforts to encourage parents to become active contributors to the classroom program.

Responsive Learning

During most of the observation visits (75% of the time), no parent volunteers were found participating in classroom activities. In the remaining instances, one or even two parents were found helping out. While this model stresses extensive parent involvement, especially in the Toy Lending Library program, the extensive (8 week) training course required to train parents according to the guidelines and the limitation of the number which can participate at any one phase (4 at a time), severely restricted the extent to which many parents were able to participate in this aspect of the program. But, apart from the demanding requirements for the proper use of the Toy Lending Library program, there were still few parents observed in the classroom.

Child Development

In over half of the observations of Child Development classrooms, no parent volunteers were present. Nevertheless, more parent volunteers were observed, proportionately, in Child Development classrooms than in those of any other model.

d. Routines

Overview

Routines are those aspects of daily living which must be accomplished in order to get through the day. In the preschool setting, these include dressing/undressing, arrival/departure/outdoor-indoor transition, toileting, mealtimes, naptime, and straightening up.

In the total program there were many differences found in the ways centers carried out routines. Sometimes they were structured quite formally with children waiting in line and doing the routine as a whole group activity. In these situations, routines were considered as activities and took up considerable portions of time: perhaps fifteen minutes for toileting two or three times a day, fifteen minutes for tooth brushing, fifteen minutes getting ready to go outside, etc. On the other hand, in some centers routines were conducted more informally, on an individual basis, with alternative activities available for those not involved in doing the routine of the moment. The proximity

of the bathroom and water is most often the gauge by which the probability of children doing the routines on their own can be judged. But there were a number of centers with close access to a bathroom and water which still had children wait in line to use the toilet when most of the children could have used their time more productively while others were using the bathroom.

Aspects of Routines Which Show Evidence of Considerable Child Participation

With regard to those aspects of routinees in which children could perform tasks of service to others,only cleaning up after meals and setting tables were found to be generally engaged in by children in at least half of the observations. In all other respects, the variation found among centers indicates that more could be done to foster this type of responsibility and community helpfulness, e.g., serving other children food, helping dress/undress less skilled children, watering plants, passing out snacks, etc. See Table 16 for an ennumeration and summary of these aspects of the routines by model and for the program as a whole.

Table 16

Child Participation in Classroom Responsibilities

Responsibility	Item #	B.A.	Mont.	BK.ST.	R.L.	Ch.Dev.	Total
	N =	10	15	3	26	50	104
Food was prepared with some children assisting	41	0/10	5/15	0/3	5/26	14/50	24/1
Tables were prepared with some children assisting	42	3/10	10/15	1/3	12/26	25/50	51/1
Children helped each other with dressing/ undressing	35	1/10	1/15	0/3	2/26	4/50	8/1
Children participated in clean up to a great extent	43	6/10	9/15	3/3	17/26	32/50	67/1
Children participated in clean up to some extent	43	0/10	2/15	0/3	8/26	7/50	17/1
Children served themselves part of the food or children served other children	46	3/10	8/15	1/3	11/26	20/50	43/1
Children did the major part of the cleaning and straightening	61	3/10	11/15	1/3	9/26	14/50	38/1
Blankets or cots were handled by the children	75,76	5/10	3/15	2/3	6/26	16/50	32*/

*May be artificially low because this aspect of the routine was often not observed.

Model Analysis

Behavioral Analysis

In B.A. centers children helped prepare the food and tables to only a limited extend. They generally did not serve food to themselves or others and infrequently did the major part of the cleaning and straightening. In half of the observations, children handled the cots and/or the blankets. In general, in B.A. centers, child participation in those aspects of routines which are helpful to others was quite limited; model guidelines does not emphasize this aspect of programming.

Montessori

In Montessori classrooms, child participation in mealtime preparation and clean up, in serving themselves or others food, and in the general cleaning and straightening of the room was extensive. Many of the activities available during the work/play period were preparation for activities of this kind. The children were observed to be very able to take care of themselves and to assist others in all aspects of the routines. Model guidelines and the stress and attention given to providing practical life activities as part of the curriculum support and strengthen children's abilities in these everyday life experiences.

Bank Street

In the Bank Street classroom, child participation in helping with duties often assumed by the teacher was inconsistently

observed except for the way in which the children cleaned up after meals. The variation in the observations seemed to indicate, however, that children did participate more as the year progressed. According to model guidelines, community involvement and helpfulness receives considerable attention.

Responsive Learning

The children in Responsive Learning classrooms varied between assuming many responsibilities in carrying out routines and assuming partial responsibility in this area. In most classrooms, children served themselves or others part of the food; in most, children participated to a great extent in cleaning up. In all other areas, child participation was far less. The variation found indicates that fuller participation by children was consonant with model guidelines and could be common in more centers if this aspect of programming were stressed.

Child Development

In Child Development classrooms, children were found to participate in table setting and in thoroughly cleaning up after meals in at least half of the observation records. Children also participated in serving themselves or others food and, slightly less than half the time, did most of the needed cleaning and straightening. The variations among centers seems to indicate that more children could assume these responsibilities with guided training and preparation. This would be in accordance with model philosophy.

Program Summary of Routines

The other aspects of the routines are discussed in the following order: (1) arrival/departure/outdoor-indoor transition, (2) personal care: toileting, handwashing, tooth brushing, (3) mealtimes, (4) cleaning up and straightening after the work/play period, and (5) rest period.

(1) Arrival/Departure/Outdoor-Indoor Transition

Table 17 presents a summary of the observation items dealing with arrival/departure/outdoor-indoor transition. Generally the adults, both staff and parents, helped children getting dressed or undressed or else the children were able to manage their clothing themselves with only a little assistance from adults. Because of the long wait involved in getting this routine accomplished during the cold weather, some centers provided alternative activities during this time. Table games, listening to a story, singing or listening to records, occupied children not in the process of dressing. In other centers, children were asked to sit patiently and wait for each other. By late spring, children had become more skilled at putting on hats, scarves, and mittens and in buttoning coats. As warmer weather became more frequent, this routine took much less time to accomplish because the children wore fewer clothes.

When rules or procedures for going out and coming in were carefully explained and consistently followed, children proceeded with this maneuver with minimal problems. Where staff were inconsistent in their expectations, the case in some observations, children were seen disregarding instructions and doing as they pleased until the staff got very firm, frustrated or angry. Rules for walking along the street and crossing streets, going to the playground were strictly enforced.

Table 17

Arrival/Departure/Outdoor-Indoor Transition

Item on Observation Form N = 104	Number of Observations
35. In order to get dressed, undressed, children:	
helped each other	8
did not help each other	41
interfered with each other	0
Not observed or not applicable	55
	104
36. In dressing, undressing, childred needed:	
little	24
some	26
considerable assistance	0
Not observed or not applicable	54
	104
37. Center staff:	
assisted all children with dressing/undressing	3
gave little assistance with dressing/undressing	19
gave some assistance with dressing/undressing	18
gave little assistance because parents helped	10
Not observed or not applicable	54
	104
38. Rules for behavior were:	
strictly and consistently enforced	38
followed but given little attention	28
not strictly enforced	4
Not observed or not applicable	34
	104
39. There were for children not dressing, undressing	
no alternative activities	20
alternative activities	43
sometimes alternative activities	2
Not observed or not applicable	39
	104
40. The routine involved giving:	
little instruction as the children carried out the routine mostly on their own	36
the instruction that was needed	34
more instruction than was needed	0
little instruction although more would have been helpful	2
Not observed or not applicable	32
	104

(2) Personal Care: Toileting, Hand Washing, Tooth Brushing

By the spring, children went through the routines of personal care easily and smoothly. In a few centers, especially when children went to the toilet individually, children were not supervised. The children were always supervised when they went to the bathroom as a group. In no center, did children need much assistance with the toileting routine by mid-year.

Whether or not children waited in line before toileting depended partially on where the bathroom was located in relation to the classroom. If staff had to go a long way, sometimes to a different floor, children usually went as a group and waited quietly in line. But occasionally lining up was seen even when the classroom contained a bathroom. Sometimes the staff tried to occupy the children while waiting with quiet games and songs. Other staff stressed being quiet, standing straight and not touching the person in front or in back.

Some centers did not have their children brush teeth when there was a half day of school. Centers were without toothpaste for several weeks; staff did not have children brush their teeth during this interval.

See Table 18 for a summary of the observation items on routines of personal care for the total program.

TABLE 18

Personal Care: Toileting, Hand Washing, Tooth Brushing

Item # on Observation Form	Number of Observations
53. The children toileted, washed	
as a group activity	46
individually as the need arose	13
both individually and as a group	39
Not observed	6
	104
54. In order to accomplish the set tasks, the adults	
gave the children few instructions	27
some instructions	59
many directions	10
Not observed	8
	104
55. Children	
waited in line	64
did not wait in line	29
Not observed	11
	104
56. While not doing the routine, children	
participated in approved alternative activities	43
waited unorganized	15
waited organized	37
Not observed	9
	104
57. Special needs were:	
made much of (i,e., the adult was displeased)	2
taken care of efficiently, quietly	52
went apparently unnoticed	8
No special needs were observed	41
	104
58. Adults did many parts of the routine for	
almost every child	0
adults helped some while others were unassisted	8
adults offered little help as children could help themselves	87
Not observed	9
	104
59. Instruction was not needed	11
provided appropriately	78
not provided when it would have been helpful	6
Not observed	9
	104
60. While toileting, the children were	
supervised	74
not supervised	10
supervised as a group but not supervised individually	14
Not observed	22
	104

(3) Mealtimes

Mealtime practices among centers, and for different meals within a center, varied considerably. Breakfast was most often eaten informally, with children helping themselves to cereal and milk, setting places at the tables, eating, cleaning their places afterward and, then, going on to another activity. Frequently there was limited adult conversation at breakfast, as the adults worked with children who were already involved in other activities and greeted others as they began their day. Frequently staff did not sit with the children during this meal.

Lunch was a more formal meal with everyone eating at the same time. Adults helped to make mealtimes pleasant by talking and eating with the children. In a few centers, there was minimal mealtime conversation except for giving directions for children to follow and enforcing rules. (See Table 19).

TABLE 19

Mealtime Conversations About Food

Item on Observation Form	N = 104	Number of Observations
47. Encouragement When Eating		
	Children were forced to eat their food	0
	Children were encouraged to eat	79
	Little or no attention was paid to whether or not children ate	14
	Not Observed	10
		104
48. Discussion About Food		
	There was a lot of interchange about the food	36
	There was some interchange about food	24
	There was little discussion about food	32
	Not observed	11
		104

Children generally used manners appropriate for children of their age. Staff encouraged them to do so. Staff did not generally permit food throwing, rocking in chairs, eating with fingers, bubbling milk,

or standing while eating and stopped such behavior when it occurred. Staff was generally consistent in the expectations of children at mealtimes. (See Table 20).

TABLE 20

Manners During Meals

Item # on Observation Form	N = 104	Number of Observations
49.	Adults insisted on proper manners	14
	Adults explained which manners were desirable and tried to encourage children to use proper manners	68
	Manners were not given much consideration	17
	Manners were not consistently encouraged	5
		104
50.	The children used:	
	proper manners and displayed orderly conduct	79
	moderately good manners, moderately good conduct	18
	inappropriate manners and behavior	4
	Not observed	9
		104
51.	The adults were	
	consistent in their approach to the children	85
	inconsistent in their approach to the children	10
	Not observed	9
		104
52.	There were significant differences in the approaches the various adults took	5
	There were no significant differences between the adults	86
	Not observed or not applicable	13
		104
45.	General Disciplinary Tone	
	Pupil silence, order and discipline was the main tone of the interaction	1
	There was pleasant conversation, lively interaction, moderate discipline	73
	There was limited interaction altogether	24
	Not observed	6
		104

Preparation for Meals

In many centers, children served themselves breakfast, participating in all phases of preparation and clean up. Less frequently did children help in lunchtime preparations. Among

the tasks children undertook were putting out placements, passing out straws, napkins, milk, forks, catsup or mustard packages, and cutting the ends of the celophane wrappers containing the napkin, fork and straw. Children also sometimes distributed the cold part of the meal. In a few centers where children were going to be outside or in a gym right before lunch, they helped prepare the tables and food before going out. (See Table 21).

TABLE 21

Child Participation in Meal Preparation

Item # on Observation Form	N = 104	Number of Observations
41. Preparation of food		
	Food was prepared by adults	51
	Food was prepared with some children assisting	24
	Food was prepared by adults because the children were out of the room right before lunch	9
	Not observed	0
		104
42. Preparation of Tables		
	Tables were prepared by adults	42
	Tables were prepared with some children assisting	51
	Tables were prepared by adults because children were out of the room right before lunch	7
	Not observed	4
		104

Service of Food

There is a disagreement in the program over whether or not it is advisable for children to serve other children food and whether the food should be served family style. Some personnel feel that the family atmosphere is pleasant and should be fostered. In this case the cold part of the meal is put together in the center of the table; children pass the food around (e.g., rolls, cookies, butter) or help themselves (e.g., cole slaw, potato salad, jello, canned fruit).

Other personnel feel that each child should disassemble his/her own cold pack and that no other person should handle the food, napkin, straw, fork, etc. for sanitary reasons. They claim that unsanitary conditions prevail at some centers and these possible health hazards are of prime importance. In fact, Health Department citations continue to ennumerate many areas in which improvement is needed.

These two viewpoints, along with the Noontime Aide's opinions about the best and, sometimes, the easiest way to set out the lunches, accounts for variations in the mealtime preparations and the general food handling procedures. (See Table 22).

TABLE 22

Children Serving Themselves Food

Item # on Observations	N = 104	Number of Observations
46.	Children served themselves part of the food	35
	The food each child ate was placed in front of him/her	54
	Children served other children	8
	Not observed	7
		104

Clean Up After Meals

Children participated in cleaning up after eating in almost all centers. The type of clean up activities, however, varied greatly from center to center. In some centers, children washed the placemats with soap and water, threw away all of their paper and food waste and sponged off their places at the tables. In other centers, children threw away their plates but did little else. (See Table 23).

TABLE 23

Child Participation in Cleaning Up After Eating

Item # on Observation Form	N = 104	Number of Observations
43. Children participated in cleaning up after eating		
	to a great extent	67
	to some extent	17
	to a limited extent	9
	not observed	11
		104

In most of the centers, children were observed to leave the table as soon as they had finished breakfast. Most were involved in clean-up activities and then went on to a free choice activity period. For lunch, in most centers, children did not wait for everyone to finish before going on to another activity or before going to the bathroom and then to take a nap. (See Table 24)

TABLE 24

Structure At The End of Mealtime

Item # on Observation Form	N = 104	Number of Observations
44.	As soon as children were finished eating they went to another activity	62
	They waited for everyone at their table also finish	23
	Not observed	8
		104

Most of the time, the snack routine was not observed because either the children ate their snack for dessert at lunch, took the snack home with them when they left the center for the day, or because the snack was eaten after the evaluator had discussed the observation form with the staff. (Other mealtimes were recorded instead.)

(4) Rest Period

The extent to which children seemed to rest or nap varied greatly from center to center. If the staff was consistent in enforcing a quiet rest period, the children slept or at least rested without disturbing others. If staff was inconsistent and permitted movement or talking some of the time or using cots as trampolines or excerise tables, rest period was restful for neither the staff nor many of the children.

Some centers separated the children into nappers and non-nappers. One Montessori center had the older children involved in a group activity during part of the rest period while the younger children slept in a separate room. Another center permitted children who had difficulty resting to look at books. (See Table 25.)

Table 25
Activity During Rest Period

Item # on Observation Form	N = 104	Number of Observations
72.	All children had to nap and/or be silent	58
	Some napped while others were allowed to do an activity which didn't disturb those resting	4
	Some rested while others disturbed those resting	6
	Not observed	36
		104

During the nap period, all of the rooms were darkened. Adults were generally quiet, although in some instances staff called across the room in loud voices to stop undesirable behavior.

Often observation comments were not written during the nap period because centers dismiss the children at noon one day a week because discussions with staff about the observation form precluded an accurate recording.

(5) Straightening After the Work/Play Period

The type of program each center had as well as the staff's attitudes about children's capabilities to participate constructively in clean up activities determined, to a great extent, the amount of responsibility children were given in straightening and ordering the center environment. When the center was one in which teachers got out materials for the children from closets and put them away for safe keeping, there was little the children did as far as cleaning and straightening.

Centers varied with regard to which cleaning activities they felt were appropriate for child participation. In some centers, children did most of the work: dusting and washing shelves, returning materials, sweeping, etc. In these centers materials were well organized; there was definitely a place for each piece of equipment; children knew where each thing belonged and returned materials to their proper places after use. When the room was not so ordered, it was impossible for children to participate in effectively ordering the environment. (See Table 26).

TABLE 26

Straightening and Cleaning After the Work/Play Period

Item # on Observation Form	N=104	Number of Observations
61. Extent of Child Participation		
	Adults did the cleaning, straightening for the most part	6
	The children participated in cleaning with adults	38
	The children did most of the cleaning and straightening	38
	Not observed or not applicable because the morning's activities required little cleaning, straightening	22
		104
62. Amount of Directions Given		
	In order to accomplish the set tasks, adults gave the children many directions	15
	few directions	16
	some directions	50
	Not observed or not applicable because the morning's activities required little cleaning, straightening	23
		104
66. Result of Clean-up Activities		
	Clean-up ended with the environment put back in order with things returned to set places	87
	somewhat ordered, an attempt having been made	4
	Not observed or not applicable	13
		104
64. Clean-up of Materials Immediately After Use		
	After use, children put the materials back quite well	47
	to a limited extent	7
	sometimes	15
	Not observed or not applicable because children did not take the materials out	35
		104
63. Clean-up As Transition Between Activities		
	A signal was given, a relaxed transition observed	69
	Children had to stop immediately and clean up	5
	Not observed or clean up was not necessary	30
		104
65. Order at Beginning of Day		
	At the beginning of the day, the room was well ordered, on the whole	84
	Moderately well ordered	10
	in need of considerable ordering	1
	Not observed	6
		104

67. Organization of Materials

Room and materials were ordered so that children could participate at least partially in clean-up	90
Not participate very well in cleaning up	14
	104

68. Need for Cleaning Up

As a result of the morning's activities, clean-up was needed	87
Not needed	6
Not observed	11
	104

Conclusions and Recommendations - Observation Data

There remains a wide variety in program quality regardless of model. Closer supervision on a regular basis, relevant model training, and on-site staff development assistance may do much to bring about changes in some of the areas needing attention: Classroom organization and scheduling, presentation and accessibility of materials, child participation in routines, and assisting the instructional process through appropriate adult intervention.

Further development and use of the new observation forms designed to assess the extent of model implementation will be able to give the staff and the Instructional Coordinators more useful feedback on ways to improve the instructional program. Drafts of these model implementation forms are available from the Office of Research and Evaluation.

It is further recommended that the Observation Form no longer be used in its present form. Some of the items are worded so generally with such obvious "good" and "bad" connotations that it became difficult to record any situation as unfavorable unless it was extremely unfavorable. When there was any possibility that a situation was partially good, even though considerable improvement could have been made, the situation was generally rated as "good". For example, a

room had to have almost every area covered with dust and dirt to be recorded as needing considerable cleaning. If half of the areas in the room were clean, the room was rated as being moderately clean. When there were a few areas that needed attention, but the room was generally clean, the room was rated as being clean.

The new forms' focus on the instructional process and the activities in which children are engaged should be more helpful in improving the program than was the old forms' stress on how the routines were carried out, giving minimal attention to the instructional process.

III. Denver Developmental Screening Test Results (D.D.S.T.)

A. Introduction

The Denver Developmental Screening Test (D.D.S.T.) was chosen to be administered to all Prekindergarten Head Start children in Philadelphia to help staff isolate developmental areas in need of attention on a program-wide basis as well as to help staff provide opportunities for further skill development according to individual needs. Adoption of the D.D.S.T. for use in the program is consonant with the staff's conviction that many developmental delays are caused by lack of exposure to certain skills or lack of experiences in certain areas rather than because of a physiological deficit or lack of innate ability. The Spring 1975 assessment using the D.D.S.T. gives support to this viewpoint.

The D.D.S.T. is a measure composed of 28 items to provide assessment of a child's development in four areas: personal-social, fine motor adaptive, language, and gross motor. The D.D.S.T., designed to be used with children under six years of age, identifies as developmentally delayed any child who cannot pass two or more items in a category that 90% of children the same age in the norm group passed. The test also enables

staff to identify areas of weak skill but not delayed development so that the staff can work with children on these areas as a part of the educational program. Such identification was made possible by the initial administration in January. The second administration in May showed the results of staff attention; children with delays or questionable delays, i.e., children considered to be developmentally "at risk," were reduced by forty percent (40%).

Since the results of the January screenings have been fully reported, this section will focus on the May administration and will compare the results of both administrations. (See O.R.E. Report 7557 for the January results.)

B. Preparation

Little additional preparation of staff was necessary in May because staff had been trained prior to the January administration. This time the staff was asked to use the test sheets previously marked and to administer only those items which the child previously could not pass or which formerly were not applicable to that age child. Children new to the program since January were given a complete screening. Staff was encouraged to ask parents to participate in the assessment process and to post a schedule so that parents would know when to remain at the center for their child's screening.

C. Procedure

Between May 16 and 20, staff administered the D.D.S.T. individually to the children. The tests were administered in the hallways of the centers or in an area of the room where children would not be distracted. Some parents were present.

The staff used a different colored pen so that the May results could be compared with the January results. Any progress made was immediately evident.

The record sheets were collected the first week in June and sent to the Evaluator. The results were tabulated and the test sheets retained. The sheets of those children who will be returning to the program in September will be given back to center staff in the Fall.

D. Limitations

(1) Incomplete Test Administration

In the May screening almost all sheets submitted had been thoroughly administered. This was a marked improvement over the January administration and is no longer a limitation of the findings.

(2) Omission of Some Children in Program

Prolonged absences of some children account for their not being included. In all, 740 children (88% of the total enrolled) were screened, an increase of 8% since the January screening. In the May screening, no center submitted results. for less than half the children enrolled. In January there were three such centers. A review of those children whose screenings were incomplete in January but complete in May showed that 12 children in this category were found to experience some developmental difficulty according to their D.D.S.T. results. Most (7) were at the one center which did not submit the January test sheets.

Children were considered as showing indication of a delay in an area if (1) he/she failed at least two items to the left of the age line or (2) if he/she failed one item to the left of the age line and passed no items which the age line crossed. (See Appendix F for an example of the scoring sheet.) Any child was considered as having a possible delay if (1) no item the age line crossed was passed

or if (2) he/she failed one item to the left of the age line and passed no more than one item the age line crossed. Because the number of children who fell into either category in the May screening was so small, children in both categories have been grouped together in this report and have been termed "developmentally at risk".

E. Results

A compilation of the results from all of the centers shows that 663 (89.6% of all the children tested)show no manifestations of delay. (See Table 27).

Table 27

D.D.S.T. Results by Center-May, 1975

Center	No. Enrolled	No. Admin.	No. at Risk
Bethel	50	33	8
Darrah	34	24	3
Drew	32	28	2
Duckrey	45	43	3
Fulton	49	40	2
Gt. Mt. O.	48	39	9
Hartranft	51	44	3
Holsey	47	46	3
Kelly	45	46	3
Ludlow	29	25	6
McMichael	43	42	8
M. Prec. Blood	51	43	3
Mt. Zion	41	36	3
Mercy	33	31	2
Peace	38	41	2
St. Fran.	48	41	1
St. J. M.	30	24	1
St. J. U.	32	31	3
Stanton	30	25	6
Stevens	31	29	5
Trinity	30	29	1
TOTAL	837	740	77
		88%	10.4%

The seventy-seven children found to be "at risk" in May are 63% of the amount (122) found in the January administration. Table 27 also shows the distribution of children "at risk" on a center by center basis. The number of children "at risk" varies among the centers from no children to nine children per center for the May administration.

Table 28 compares the number of "at risk" children for both the Janauary and the May screenings on a center by center basis. While the centers with the most "at risk" children in January showed a decrease in the number found in May, those centers with few "at risk" children in January showed little change.

TABLE 28

Comparison in Number of "At Risk" Children in January and May Screening

	January (N=122)	May(N=77)	Change
Bethel	4	8	+4
Darrah	6	3	-3
Drew	6	2	-4
Duckrey	5	3	-2
Fulton	4	2	-2
Greater Mt. O.	none submitted	9	--
Hartranft	3	3	0
Holsey	12	3	-9
Kelly	9	3	-6
Ludlow	6	6	0
McMichael	7	8	+1
Most Precious Blood	11	3	-8
Mt. Zion	12	3	-9
Our Lady of Mercy	5	2	-3
Peace	2	2	0
St. Francis	5	1	-4
St. John Methodist	0	1	+1
St. John United	4	3	-1
Stanton	9	6	-3
Stevens	6	5	-1
Trinity	7	1	-6
	122	77	-45

Table 29 indicates the areas in which the 77 (10.4% of the total tested "at risk" children show developmental lags. In the May screening, delays were most often found in the language (39) and small motor areas (36). About one fourth of the children found to be experiencing a developmental lag have delays in more than one area.

TABLE 29

Distribution of Delays by Developmental Area

Areas	#"At Risk" (N=77)	Percent
Personal	15	19%
Fine Motor Adaptive	36	46%
Language	39	51%
Gross Motor	16	21%
Multiple Delays	21	27%

Since the January screening, there have been some changes in enrollment. The screening results indicate that 16 of the children added to the program since January are in the "at risk" category.

Table 30 shows the centers in which the children new to the program and determined to be "at risk" are found. Children from Greater Mt. Olive are omitted from this table, as they submitted no results in January.

TABLE 30

Location of "At Risk" Children Enrolled in the Program Since January

CENTERS	No. Of Children
McMichael	1
Bethel	5
Fulton	1
Hartranft	1
Holsey	1
Kelly	1
Peace	1
Stanton	1
Stevens	4
Total	16

When it is considered that 16 out of 77 "at risk" children (21%) are new, there are even fewer children remaining in this category since January.

Developmental delays are often symptomatic of other problems. A review of those children found to be "at risk" in January, revealed that 31 (25%) of those delayed in January were said to be absent from school during the entire 2 week screening period or had been dropped from the center because of poor attendance or moving. Thus some of those children most in need of exposure to experiences aimed at helping optimum development, were unable to continue to participate in the program.

TABLE 31

January "At Risk" Children Absent or No Longer in Program During May Screening by Center

CENTER	NUMBER
Darrah	3
Duckrey	1
Fulton	1
Holsey	3
Ludlow	1
McMichael	3
Most Precious Blood	4
Mt. Zion	2
St. Francis	2
Stanton	7
Stevens	4
Total	31

The Denver Developmental Screening Test has been a positive reinforcement to teachers who planned a variety of activities designed to foster skill development in the four major areas. Teachers found that once a child has mastered a certain developmental skill, unless there was an unusual emotional strain or a prolonged illness, the child did not regress. Table 32 shows that only 11 children were found to

be "at risk" in May that were found to be developing normally in January. On the other hand, 57 out of 122 (47%) went from "at risk" status to normal from January to May.

Thirty-two children who were "at risk" in the January screening remained in this group in May.

Change in Status of Children "At Risk From January to May, 1975 By Center

Center	No. With "At Risk" Status in Jan.	No. With "At Risk" Status Continuing	No. Improved to Normal Status	Found to be "At Risk" in May but Normal in January	No Dropped or absent during 2 week screening period
Bethel	4	1			
Darrah	6	2	1	0	3
Drew	5	2	3	0	0
Duckrey	5	1	3	2	1
Fulton	4	1	2	0	1
Gt. Mt. Olive	No tests submitted in January				
Hartranft	3	1	2	0	0
Holsey	12	1	8	2	3
Kelly	9	1	6	1	0
Ludlow	6	3	1	1	1
McMichael	7	4	1	2	3
Most Pre. Blood	11	3	4	0	4
Mt. Zion	12	3	6	0	2
Our Lady of Mercy	5	2	3	0	0
Peace	2	0	2	1	0
St. Francis	5	1	2	0	2
St. John Methodist	0	0	0	1	0
St. Johns United	4	1	3	1	0
Stanton	9	4	3	0	7
Stevens	6	1	1	0	4
Trinity	7	1	6	0	0
Totals	122	32	57	11(1.5% of total screened in May	31(25% of those delayed in Jan.

Finally, a review of the "at risk" children by educational model shows that Behavioral Analysis has proportionally more "at risk" children than any other model. (See Table 33) Drawing further conclusions as to the relationship between the areas most frequently delayed and the type of program the children attend is unwarranted at this time because of the limited extent to which some of the models have been implemented. If the Denver screenings continue to reflect consistent differences, more investigation into program strengths and weaknesses is needed. Next year's screenings, scheduled for October and April, will be better able to detect model differences because the first administration is to take place at the beginning of the program year.

Table 33

Developmental Areas "At Risk" By Model

Model	# Screened	# At Risk	# At Risk	P-S	FM	L	GM	Mult.
B.A.	105	20	17	5	10	12	6	10
Mont.	74	5	7	2	3	2	1	2
Bk. St.	25	5	24	0	5	0	1	0
Res. L.	209	24	11	6	6	14	4	4
Child D.	306	22	7	2	11	11	4	5
Totals	719	76	66	15	35	39	16	21

F. Follow Up

Having the record of each child's record remain in the possession of each child's teacher, is the most important aspect of the screening process. For each individual child (whether that child is found to be in the normal range and is perhaps having difficulty with only a few items on the entire list or is delayed in several areas), the teacher has been able to have a record which could be used as an aid in developing a program designed to meet the needs of the individual child.

A 40% drop in the number of children considered "at risk" is evidence that the Denver results were useful in indicating those areas which could be developed by appropriate follow-up programming.

Plans are now underway to provide further programmatic assistance to those children found to be "at risk ". The Health Coordinator, the Mental Health Specialist, and the Evaluator are working together to insure that these children will be provided with apropriate follow-up activities. The involvement of each child's parents will be incorporated in to this procedure.

G. Conclusions and Recommendations on the D.D.S.T.

The Denver Developmental Screening Test has provided staff with useful information to help individual children who are generally developing according to a normal rate as well as identifying those children who need more intensive help. The decrease by 40% in the number of children determined to be "at risk" from January to May gives support to the belief that early interveution can be beneficial in promoting normal development.

It is recommended that next year's screenings take place early in October to identify areas of need at the beginning of the program year. This will enable children to have the best possible program. An April screening is planned to provide data on the effects of program participation. Records of children who have been identified as being developmentally "at risk" will be maintained so that their progress can be watched over a longer period of time. Lists of such children have been forwarded to the Instructional Coordinators, Mental Health Specialist, Health Coordinator, and the Program Administrator so that special attention can be given to these children.

It is also recommended that thought be given to using a more thorough screening instrument to better identify areas which can benefit from a program of early intervention.

IV. Summary of Report on Initial Environmental Quality and Safety Data

Background

The Health Advocacy Training Program (H.A.T.), a project of the Medical College of Pennsylvania, funded by a grant from the Office of Child Development, under the administration of Dr. Susan Aronson, has been involved in training paraprofessionals and other interested persons to become advocates of better health practices and procedures. Participation of designated Prekindergarten Head Start staff in this program began in July, 1973 and has continued for the past two years.

Included in the project design were several surveys and instruments to measure the impact of the H.A.T. program upon the health policies and practices of participating programs. Among these instruments was a Health Standards Compliance Checklist (H.S.C.C.). This instrument was developed and used by H.A.T. personnel in conjunction with Prekindergarten Head Start center staff, and the information it provided was released for program use.

Discussion

A number of discrepancies exist between the data supplied from the H.A.T. printout and conditions observed in the course of routine center visits and observations from the Office of Research and Evaluation. Since O.R.E. has not conducted a complete nor systematic inspection using the H.S.C.C., verification of all or most of the data gathered by the H.A.T. program was not undertaken. However, examples of discrepancies known to exist are reported below. (See) the full O.R.E. Report #7533, Report on Initial Environmental Quality and Safety Data, December, 1974).

Item	Centers Not in Compliance: Should Have Been Included	Centers Not in Compliance: Should Not Have Been Included
181 There is adequate drainage so there are no stagnant pools.	Fulton	
194 Temperature in all rooms was between 65' and 78'.	St. John United McMichael, Fulton St. Frances	
268 Safety and sanitation inspection by Health Dept. within past year		Darrah St. Frances
198 Floor space allows for active play.	Trinity	Mt. Zion, Peace, St. John Meth.
199 Floor space provides place for quiet rest.		Trinity, Peace, St. John Meth.
200 Arrangement of space allows for individual activities.		Trinity, St. John Meth.
235 Menus exist		St. Frances, Duckrey, Darrah
212 Ratio of flush toilets to children at least 1/10		Stevens
179 Premises rodent & vermin free	St. Frances	
188 There is a right hand rail on steps.	McMichael	

Because of these known discrepancies, it was suggested that the Prekindergarten Head Start Health component use the H.S.C.C. data only as a general guide; the Head Start Administrator further recommended that a Health Committee composed of several members of the Support Team and selected center representatives formulate a self-assessment checklist to cover in detail areas important for environmental quality and safety. This checklist has been completed and approved by the full Prekindergarten Head Start administrative staff and Support Team. Although the list was not

used during the past year, implementation is planned for 1975-1976. The staff at each center is to use the checklist on a monthly basis to ensure optimal environmental quality on a continuing basis. This is an important outcome which should improve program performance in this area.

It should also be noted that one center, Ebenezer Baptist, cited in the H.S.C.C. for non-compliance ten times is no longer a center site. In addition Trinity, Mt. Zion, and Stevens, each also found to have serious health and safety problems will not be used as center facilities during the coming year.

V. Drop Out Rate of Prekindergarten Head Start Children

Inclusion of Prekindergarten Head Start children in the Pupil Directory System of the School District of Philadelphia made it possible to provide information about children discontinuing their participation in the program. Between mid-October and mid-February, 1975, there were 83 such children or 10.2% of the total enrollment.

Table 34 lists the reasons given for withdrawing a child from the program along with the number found in each category.

TABLE 34

Reasons for Withdrawal from Program

Reasons	Number
Parents moved from service area	37(44.6%)
Family unable to keep child in program for family reasons	28(33.8%)
Care for child no longer needed	9(10.8%)
Withdrawn by parents-reason unknown	7(8.4%)
Child deceased	2(2.4%)
	83(100%)

Most children (44.6%) were unable to continue in the program because their families moved from the service area. The next most common reason listed was that the parents could no longer keep the child in the program because of family reasons.

Projecting the same rate of withdrawal during the second half of the year, the yearly turnover rate would be about 20% of the children enrolled. Not only is turnover difficult for both staff and other children, because every time there is a change those who remain must readjust to the new additions, but if continuity of program brings about the most favorable results, these findings seem to argue that it would be well to study ways to increase the length of time spent in program. The program's recruitment policy of giving priority to four year old children may mean that program effectiveness is diminished because 20% of the children do not stay in the program for even a full year although two year participation is possible by program guidelines. It may be well to reconsider this policy.

VI. Progress of the Longitudinal Study of Prekindergarten Head Start Children

Pupil Directory System

For the second year, all children in the Prekindergarten Head Start program were entered into the School District's Pupil Directory System. An Early Childhood Longitudinal file is in the process of being established. It will permit investigation of the effect of Prekindergarten Head Start over a long period of time, particularly in relation to continuity of program type as

the children enter Follow Through programs.

For the purpose of determining the effect of program participation, a list of those children who were eligible but could not participate due to enrollment limitations was also complied and will be incorporated into the file.

VII. Summary, Conclusions and Recommendations

The research and evaluation activities during 1974-1975 have centered around the program's goals for children. They have included classroom observations, the development of forms to assess the extent of model implementation, summarizing and analyzing the results of the Denver Developmental Screening Test in January and May, and the inclusion of Prekindergarten Head Start children in the Early Childhood Longitudinal File. Additional assistance has been given to the program by preparing information for the 1975-1976 Proposal, by helping develop Supportive Services Reporting Forms, by helping tabulate medical information on children, by helping to formulate the 1975-1976 Training Plan, by summarizing and analyzing information about the environmental quality and safety of center facilities, and by attendance at a large number of Prekindergarten Head Start staff meetings. Summaries of the results of these activities have appeared in the body of this report along with suggestions for program improvement as the results have been discussed.

The following recommendations are made in areas of major concern.

Each area can profit from policy and program changes if systematic planning is followed by concrete steps for action.

1. Staff Development

Because the thrust of the Prekindergarten Head Start program has stemmed from the implementation of a planned variation approach to education, and because model training in these various approaches seems to have been minimal or insufficient, it is suggested that staff training be undertaken as a major program priority according to a systematic plan. The planning might include teachers, aides, and parents as classroom volunteers as well as the Supportive Services staff.

Staff has one afternoon per week for planning and staff development; the time allocated might be spent to advantage if specific activities were planned for each session. The beneficial use of the teachers' centers where teachers made and got new ideas was apparent in many classrooms. The workshops offered might prove very helpful as they are designed to implement model philosophy. In addition, teachers might be more strongly encouraged to take advantage of the two professional days which have been allocated to provide them the opportunity of visiting other preschool programs, attending conferences or participating workshops.

2. Provisioning

Many centers seem to continue to be limited by the variety and amount of materials provided by the program. Additional

materials for language development (e.g., puppets, category and matching games, picture games, initial consonant materials, rhyming cards, letter recognition games, mystery box exercises, sound discrimination materials and cooking equipment and materials), fine motor development activities (e.g., practical life exercises, weaving and sewing materials, construction toys, tools which require concentrated muscle skill), and science materials (e.g., magnets, flashlights, prisms, sink and float materials, and activities using natural materials as well as materials which promote sense discrimination) would be helpful in stimulating a variety of activities in many centers throughout the program.

Many of these suggested materials need not be expensive; the activities developed from scrounged or inexpensive materials probably have the greatest benefit for young children. Some budgeting provision to accompany staff development workshops which would permit teachers to make appropriate classroom activities would probably have a beneficial effect.

Traditionally teachers have had a discretionary fund ($20.00/classroom/year) with which to buy cooking supplies and materials to make classroom activities. Teachers have shown creativity and and resourcefulness in creating many excellent preschool activities using inexpensive materials obtained from grocery, hardware, and variety stores. The amount presently budgeted, though, severely limits the amount of different experiences staff can provide. As teacher-made materials and cooking activities offer an inexpensive and usually very appropriate strategy for giving children experiences using concrete materials, and larger teachers' discretionary

fund might be a way to increase appropriate and energetic programming with comparatively little cost to the program. It is suggested that an increase in this budget item might have a strongly beneficial impact on the variety of experiences staff can provide.

3. Hiring Procedures

Children as well as staff seem to have had less than an optimal program because of lengthy delays in hiring several Head Teachers, teachers, and an Instructional Coordinator and because funds were not budgeted for substitute aides. A quicker replacement of staff and not using delay in hiring to save money will lessen the strain on children and staff caused by continuing changes and insufficient coverage. Steps have been taken by the Program Administrator toward the end of the current program year to end the cycle of inaction in this area.

VIII. Recommendations and Plans for Future Research

The following plan was submitted in the 1975-1976 Prekindergarten Head Start Proposal. It encompasses the major anticipated evaluation activities for the coming year. In addition to the major areas contained in the plan, additional assistance will be provided to program personnel as much as possible.

PLANS FOR HEAD START RESEARCH AND EVALUATION
1975-1976 PROPOSAL

The following research and evaluation plans for Prekindergarten Head Start will continue to be coordinated with the overall Early Childhood Evaluation Program in Philadelphia. The coordination of efforts between the research components in Head Start and Day Care permit not only a maximum of financial and staff efficiency, but also longitudinal studies of the effectiveness of Head Start programs. The evaluation activities for Head Start, however, will be specifically addressed to the needs of Head Start.

1. Classroom Observations

A. General Procedures

Classroom observations will be conducted in each center in order to document existing practices. A Classroom Observation form, already in use since March, 1973, will be used.

B. Evaluation of the Extent of Model Implementation

A second observation form, developed in cooperation with the instructional coordinators and resource personnel will be used to determine the extent to which actual practices reflect model characteristics.

C. Both types of observations will be conducted two to three days a week for the maximum number of visits per center permitted by existing staff resources. At the conclusion of each observation, comments will be shared with the teaching staff working in each classroom. Any comments or impressions are variance

with those on the form will be discussed, recorded and made part of the document. A consensus will be reached between center staff and the observer so that the form accurately reflects what happened in the center that day.

Copies of each observation form will be sent back to the center for their records as well as to the instructional coordinator and program administrator. A fourth copy will be kept for use in summarizing and interpreting observation data for the total program in the Year End Report.

2. Individual Pupil Developmental Assessment

The Denver Developmental Screening Test (D.D.S.T.)

The Denver Developmental Screening Test will be administered to all children in the fall and spring to identify any children who might be experiencing developmental delays in the areas of personal-social, fine motor adaptive, language, or gross motor functioning. Parents will be asked to participate in this individual assessment.

Staff has been trained in using the D.D.S.T. Specific recommendations for activities at home and in the classroom will be made for any child found to be needing special help in developing strength in any of the above areas. Records will be kept so that staff and parents can be knowledgeable about each child's progress.

The results will be summarized in the Year End Report.

3. Pupil Data File

A pupil data file will continue to be kept for all children in Head Start in keeping with the overall Early Childhood Evaluation plans. Identification numbers will continue to be assigned to all children in cooperation with the Division of Administration and Survey Research. Entering Head Start children into the data collection system in the preschool years permits longitudinal research to be conducted.

4. Longitudinal Study of Head Start Children

Using identification numbers issued through the Pupil Directory System, children will be followed as they progress through school. Records will be kept on length of time in program, program type, and on the assessment of each child's growth and development as measured by the Denver Developmental Screening Test. Comparative results will be reported in the annual Year End Report.

5. Reporting to Parents

Research results will be communicated to parents through the Parent Policy Council and at other parent meetings.

6. Assistance to the Prekindergarten Head Start Administrator

The Office of Research and Evaluation will continue to assist the program administrator on a time availability basis in the following areas:

- Improving the record keeping system
- Assisting in the proposal preparation
- Assisting in the self-assessment process
- Providing continual input on program progress and observation visits

APPENDIX A

PREKINDERGARTEN HEAD START

DAILY SCHEDULE

8:30 - 8:45	Preparation for Day's Work
8:45 - 9:00	Arrival of Children
9:00 - 9:30	Breakfast
9:30 - 10:45	First Work/Play Period (Choice Activities)
10:45 - 11:00	Toileting
11:00 - 11:20	Circle Time
11:20 - 11:50	Large Muscle Activities (Outdoor/Indoor Play)
11:50 - 12:00	Preparation for Lunch
12:00 - 12:30	Lunch
12:30 - 12:45	Dental Care
12:45 - 1:00	Preparation for Rest
1:00 - 1:45	Rest Period
1:45 - 2:15	Toileting - Afternoon Snacks
2:15 - 2:45	Second Work/Play Period
2:45 - 3:00	Clean-Up and Preparation for Dismissal

APPENDIX B

CENTER OBSERVATION SCHEDULE

Center Name	Dates
Bethel	2/28; 5/9; 6/10
Darrah	11/19; 4/15; 5/19
Drew	12/3; 3/12; 6/4
Duckrey	4/2; 5/22
Hartranft	12/19; 4/9; 5/21
Fulton	2/11; 2/18; 5/20
Greater Mt. Olive	12/11; 1/29; 4/8; 5/16
Holsey	2/4; 3/20; 5/28
Kelly	10/31; 2/27; 5/15
Ludlow	11/15; 6/2
McMichael	3/5; 5/2
Most Precious Blood	11/8; 4/17; 6/3
Mt. Zion	1/24; 5/27; 6/12
Our Lady of Mercy	12/16; 4/14; 5/29
Peace Lutheran	2/20; 5/6; 6/9
St. Frances de Sales	2/14; 5/7; 6/5
St. Johns Methodist	2/6; 5/13; 6/11
St. John United	2/12; 4/28; 6/10
Stanton	12/6; 3/10; 5/1
Stevens	1/10; 4/1; 5/5
Trinity	1/10; 4/1; 5/5

Appendix C

THE SCHOOL DISTRICT OF PHILADELPHIA
Office of Research and Evaluation
Priorities Operations Evaluation Services

CLASSROOM OBSERVATION FORM
PRE-KINDERGARTEN HEAD START

Name of Center

Staff Present

Substitute

New

Number of Parent Volunteers

Number of Children Enrolled

Number of Children Present

Date of Observation

Time of Observation: From_____to_____

Location type of Center:

_____1-2. Center I.D.

_____ 3. Church (1) or School (2)

_____ 4. Educational Model - Behavioral Analysis (1), Montessori (2), Bank Street (3), Responsive Learning (4), or Child Development (5)

_____ 5. Children occupy separate rooms (1) or a large single room (2)

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P.O.E.S.
Revised Form

Room Arrangement and Provisioning

_____6. Activity areas in the room were developed to (1) a great extent (2) to a moderate extent of (3) to a limited extent.

_____7. The room (1) had an open, peripheral furniture arrangement or (2) was subdivided into small areas.

_____8. Materials to be used by children are (1) readily accessible to children (2) stored in closed or high places or (3) partially accessible and partially stored.

_____9. There are (1) cubbies or individual places for storage or (2) no special places for individual storage of children's things.

_____10. Materials and equipment for children's use and for meeting individual interests in the socio-dramatic are (1) sparse (2) almost adequate or (3) ample.

_____11. Materials and equipment for children's use and for meeting individual interests in small motor areas are (1) sparse (2) almost adequate or (3) ample.

_____12. Materials and equipment for children's use and for meeting individual interests in language areas are (1) sparse (2) almost adequate or (3) ample.

_____13. Materials and equipment for children's use and for meeting interests in math and pre-math areas are (1) sparse (2) almost adequate or (3) ample.

_____14. Materials and equipment for children's use and for meeting individual interests in science are (1) sparse (2) almost adequate or (3) ample.

_____15. In the room are (1) many (2) some or (3) few teacher made materials for the children to use.

_____16. Generally the room was (how light):
(1) bright enough to observe find discriminations
(2) bright enough for most activities
(3) dim, hard to read by or make distinctions in color

_____17. Generally the room is (1) cheerful (2) moderate or (3) gloomy.

_____18. Generally the room was (how clean):
(1) clean, no dust or dirt
(2) relatively clean, but some dust or dirt, some areas could be vacuumed, shelves could be washed
(3) dust and dirt in room transferred to hands and clothing

_____19. Generally the room was (how tidy):
(1) well organized in that things not in use were put away and litter was picked up
(2) generally tidy except for one area or so
(3) untidy in that toys were scattered and things left lying about

_____20. The housekeeping area is (how neat):
(1) well organized and kept straightened
(2) generally organized, could be straightened some
(3) disorganized and needed to be straightened out

_____21. The storage facilities are (how neat):
(1) well organized and kept straightened
(2) generally organized, could be straightened some
(3) disorganized and needed to be straightened out

_____22. The storage facilities are (1) adequate (2) almost adequate or (3) inadequate.

_____23. Generally shelves are (1) neat (2) moderate or (3) messy.

_____24. Generally the room is:
(1) well organized
(2) organized moderately well
(3) disorganized

_____25. The children were (1) quiet (no shouting), (2) moderate or (3) loud.

_____26. The adults were (1) quiet (no shouting), (2) moderate or (3) loud.

_____27. There is (1) little work (2) some work or (3) a lot of work done by the children on display in the room.

_____28. Hanging from walls, on strings, or on the bulletin board is work displayed (1) with great care (2) with some care or (3) with limited evidence of care.

_____29. The room decorations adults made were done with (1) great care (2) some care or (3) limited evidence of care.

_____30. The wall decorations are (1) mostly fresh (2) mixed, with some being fresh and some being worn or (3) mostly worn.

_____31. Materials and equipment were put back (1) in good order (2) some in order, some not in order or (3) with limited attention to order.

_____32. There was (1) little time (2) some time or (3) a lot of time spent in individual activities.

_____33. Outside of circle time and the large motor period, some time was spent in large groups. (1) Yes (2) No

_____34. There was at least one period in which children made many choices. (1) Yes (2) No

Type of Grouping: Large Small Individual Mixed (Small & Individual)

Time Periods: 1
2
3
4

Children's Activities

Activity	No.	Adult Involvement	Behaviors
1. Time:			
2. Time:			
3. Time:			
4. Time:			

Indicate the presence of any behavior listed below. Also indicate the number of children involved in each instance and the time period.

1. being isolated from group
2. fidgeting or squirming
3. resisting authority
4. fighting for prolonged period
5. wandering
6. refusing to participate
7. resting (not nap time)
8. participating in disruptive activities without being stopped

Routines Key: (5) means not observed or not applicable

Routines observed: breakfast snack lunch tooth brushing rest/nap toileting straightening up arrival departure indoor-outdoor transition

Arrival/Departure - Indoor/Outdoor Transition

____35. Children (1) helped (2) did not help (3) interfered with each other or (5).

____36. In dressing, undressing children needed (1) little (2) some (3) considerable assistance or (5).

____37. Adults (1) assisted all children with dressing, undressing (2) gave very little assistance as children dressed, undressed themselves (3) gave little assistance because parents helped the children (4) gave some assistance or (5).

____38. Rules for behavior were (1) consistently enforced (2) followed but given little attention (3) inconsistently enforced or (5).

____39. There were (1) no alternative activities (2) alternative activities for children not dressing, undressing or (5).

____40. The routine involved (1) giving little instruction as the children carried out the routine mostly on their own (2) giving the instruction that was needed (3) giving instruction even though the children were carrying out the routine quite well on their own (4) giving less instruction than would have been helpful or (5).

Food Routines - Breakfast, Snack, Lunch

____41. Food was (1) prepared by the adults (2) prepared with some children assisting (3) prepared without children because conditions did not lend themselves to child participation or (5).

____42. Tables were (1) prepared by adults (2) prepared with some children assisting (3) prepared without children because conditions did not lend themselves to child participation or (5).

____43. Children participated in clean up (1) to a great extent (2) to some extent or (3) to a limited extent.

____44. Children (1) left as soon as they were finished eating and went on to another activity (2) waited for everyone at their table to be finished or (5).

____45. (1) Pupil silence, order, and disciplinary activity was the focus of the interaction while eating (2) there was pleasant conversation, moderate disciplinary activity, and lively interaction (3) there was limited interaction and some disciplinary activity or (5).

____46. (1) Children served themselves part of the food (2) all of the food each child ate was placed in front of him/her (3) children served other children or (5).

_____47. (1) Children were forced to eat their food (2) children were encouraged to eat (3) little attention was paid to whether or not they ate or (5).

_____48. While eating, there was (1) a lot of interchange (2) some interchange, little interchange about the food between adults and children or (5).

_____49. (1) Adults insisted on proper manners (2) adults explained which manners were desirable and tried to encourage children to use proper manners (3) manners were not given much consideration or (5).

_____50. The children used (1) proper manners and displayed orderly conduct (2) moderately good manners and moderately good conduct (3) inappropriate manners and conduct or (5).

_____51. The adults were consistent in their approach to the children (1) Yes (2) No

_____52. There were considerable differences in the approaches that the adults took (1) yes (2) No

Personal Care: Toileting, Hand Washing, Tooth Brushing

_____53. The children toileted, washed as (1) a group activity (2) individually as the need arose throughout the day (3) both or (5).

_____54. In order to accomplish the set task, the adults gave the children (1) few directions (2) some directions (3) many directions or (5).

_____55. Special, personal needs were (1) made much of (i.e., the adult was displeased) (2) taken care of quietly, efficiently (3) went apparently unnoticed or (5).

_____56. Adults did (1) many parts of the routine for almost every child (2) help some children while others were able to go through the routine pretty much unassisted (3) not have to offer much help, as most children did the routine on their own or (5).

_____57. (1) At some time during the routine, children waited in line or (2) there was no waiting in line.

_____58. Children (1) participated in approved activities while not doing routine (2) children waited unorganized or (5).

_____59. Instruction was (1) not needed (2) provided appropriately (3) not provided when it would have been helpful or (5).

_____60. Children were supervised while toileting (1) Yes (2) No or (5).

Straightening After Work/Play Period

_____61. (1) Adults did the cleaning, straightening for the most part (2) the children participated in cleaning and straightening with adult supervision and help (3) the children did the major part of cleaning and straightening or (5).

_____62. In order to accomplish the task, adults gave the children (1) few (2) some (3) many directions or (5).

____63. The teacher gave (1) a signal before clean-up began and allowed a relaxed transition or (2) no signal and clean-up began immediately.

____64. Children (1) put away materials and equipment as they used them (2) left materials and equipment out after use or (5).

____65. The room was (1) well ordered (2) moderately well ordered (3) in need of considerable ordering at the beginning of the day or (5).

____66. Clean-up ended with (1) the environment put back in good order with things returned to set places (2) some left undone but an attempt having been made or (3) little put back.

____67. All areas of the environment were arranged in such a way that children could keep the room neat and well ordered (1) Yes (2) No

____68. As a result of the morning's activities, clean-up in which children could participate was (1) needed (2) not needed or (5).

Rest/Nap Period

____69. The room was (1) darkened (2) not darkened for the nap period or (5).

____70. (1) All of the children removed their shoes, some clothing (2) some children removed some of their clothing or shoes (3) no child removed any clothing or (5).

____71. (1) Children went directly into the nap period (2) there was a transition period with a settling down time (3) there was a special quieting down activity or (5).

____72. (1) All of the children had to nap and/or be silent (2) some children napped while others did an activity which didn't disturb those resting (3) some napped while others did activities which disturbed those resting or (5).

____73. The adults spoke with (1)loud voices (2) soft voices during the rest period or (5).

____74. Children were (1) abruptly awakened (2) awakened gently, a few at a time or (5).

____75. Blankets were handled by (1) the adults only (2) the children with adult supervision (3) the children with little guidance or supervision from the adults or (5).

____76. Cots were handled by (1) the adults only (2) the children with adult supervision or (5).

____77. No volunteers (1)____,1 or 2 (2)_____, or more than 2 (3)_____.

____78. Substitute teaching staff: yes(1), no(2), or needed but not present (3).

____79. All aides were present: yes(1) or no(2).

APPENDIX D

Summary of Observation Data

1. Room Arrangement and Provisioning
2. Grouping Arrangements
3. Parent Volunteers
4. Aspects of Routines Showing Community Consideration

1. Room Arrangement and Provisioning Arrangement of Furniture & Materials	Item # on Form	B.A.	Mont.	Bk.St.	Resp.L.	Ch.Dev.	Total Program
	N =	10	15	3	26	50	104
Open, pheripheral furniture arrangement	7	2	6	0	3	0	11
Subdivided into small activity areas	7	8	9	3	23	50	93
Cubbies are present	9	6	10	3	20	37	56
No special places for children to store their things	9	4	5	0	6	13	28
Materials used by children are readily accessible	8	2	15	1	9	39	66
Materials used by children are mostly stored	8	0	0	0	6	1	7
Materials used by children are partly accessible & partly stored	8	8	0	2	11	10	31
Room is arranged so children can participate in cleaning up	67	6	14	3	21	46	90
Room is arranged so that adults must do major straightening	67	4	1	0	6	4	15
Amount of Materials for Children's Use							
Activity areas greatly developed	6	2	10	0	10	33	55
Activity areas moderately developed	6	4	2	3	8	15	32
Activity areas minimally developed	6	4	3	0	8	2	17
Ample socio-dramatic materials	10	6	0	0	19	40	65
Moderate amount of socio-dramatic materials	10	2	1	2	6	9	20
Socio-dramatic materials sparse	10	2	14	1	1	1	19
Small motor materials ample	11	2	12	0	9	27	50
Moderate amount of small motor materials	11	4	3	1	9	17	33
Small motor materials sparse	11	4	0	2	8	6	20
Language materials ample	12	0	9	0	9	17	35
Language materials are moderate	12	9	2	1	7	17	36
Language materials are sparse	12	1	4	2	10	16	33
Math, pre-math materials ample	13	8	10	0	6	17	41
Math, pre-math materials are moderate	13	2	0	1	5	18	26
Math, pre-math materials are sparse	13	0	5	2	15	15	37
Science materials are ample	14	2	3	3	10	27	45
Science materials are moderate	14	2	2	0	3	15	22
Science materials are sparse	14	6	10	0	13	8	37

Amount of Materials for Children's Use Cont.	Item # on Form		B.A.	Mont.	Bk.St.	Resp.L.	Ch. Dev.	Total Program
		N	10	15	3	26	50	104
Many teacher-made materials	15		0	7	0	5	27	39
Some teacher-made materials	15		2	3	1	12	22	40
Few teacher-made materials	15		8	5	2	9	1	25
Room Decorations and Displays								
Little children's work on display	27		2	8	1	5	6	22
Some children's work on display	27		7	6	1	9	11	34
A lot of children's work on display	27		1	1	1	12	33	48
Work displayed with great care	28		4	8	2	21	40	75
Work displayed with some care	28		4	2	1	4	10	21
Work displayed with little care	28		1	2	0	1	0	4
Little work displayed	25		1	3	0	1	0	5
Great care in adult displays	29		4	8	3	18	40	73
Some care in adult displays	29		6	1	0	3	9	19
Little care in adult displays	29		0	5	0	4	1	10
No adult displays to rate	29		0	1	0	1	0	2
Wall decorations were mostly fresh	30		4	11	2	14	29	40
Wall decorations were some fresh, some worn	30		5	2	1	10	14	32
Wall decorations were mostly worn	30		1	2	0	2	7	12
General Room Appearance								
Room was generally bright	16		4	15	3	24	37	83
Room was moderately bright	16		6	0	0	2	2	10
Room was inadequately lighted	16		0	0	0	0	1	1
Room generally was cheerful	17		4	11	0	16	37	68
Room generally was moderately cheerful	17		5	4	3	10	13	35
Room was not cheerful*	17		1	0	0	0	0	0
Room was clean	18		6	14	1	15	29	65
Some parts of room needed cleaning	18		4	1	2	11	17	35
Most areas in room needed cleaning	18		0	0	0	0	4	4
Room was quite tidy and straightened	19		7	12	2	19	36	76
Room was generally neat except for one area	19		3	3	1	4	12	23
Room was untidy and needed picking up	19		0	0	0	3	2	5
The house-keeping area was straightened	20		7	14	2	18	36	75
The housekeeping area needed some straightening	20		3	1	1	8	14	27
The house-keeping area needed alot of straightening	20		0	0	0	0	0	0
Generally shelves were neat	23		5	11	3	19	35	73
Shelves were moderately neat	23		4	4	0	3	12	23
Shelves were disorganized	23		1	0	0	4	3	8

General Room Appearance Continued	Item # on Form	B.A.	Mont.	Bk.St.	Res.L.	Ch.Dev.	Total Program
	N =	10	15	3	26	50	104
Materials organized by type	24	6	12	3	22	42	85
Materials somewhat organized by type	24	3	3	0	3	6	15
Materials in need of considerable organization	24	1	0	0	1	2	4
Materials were put back in good order	31 & 65	7	13	2	20	38	80
Materials were put back some in order, some not in order	31 & 65	2	2	1	3	11	20
Materials put back with limited attention attention to order	31 & 65	1	0	0	3	1	4
Storage facilities were straightened	21	3	13	2	16	39	73
Storage facilities needed some straightening	21	6	2	1	7	10	26
Storage facilities needed considerable straightening	21	1	0	0	3	1	5
Storage facilities were adequate	22	3	12	2	7	15	38
Storage facilities were almost adequate	22	1	2	1	12	15	31
Storage facilities were inadequate more storage is badly needed	22	6	1	0	7	20	34
General Noise Level							
Children were generally quiet using inside voices	25	2	12	1	4	25	44
Children used moderate voices, there was some shouting	25	7	3	2	17	21	50
Children used loud voices for a prolonged time	25	1	0	0	5	5	11
Adults used normal-low voices	26	7	14	3	19	39	82
Adults used moderate voices, raising them occasionally	26	3	1	0	4	10	18
Adults used loud voices frequently throughout the day	26	0	0	0	3	2	5

2. Grouping Arrangements	Item # on Form	B.A.	Mont.	Bk.St.	Resp.L.	Ch.Dev.	Total Program
	N =	10	15	3	26	50	104
Little time was spent in individual activities	32	4	2	2	3	3	14
Part of the morning was spent in individual activities	32	5	4	1	7	26	43
Excluding circle time and gross motor activities, most of the morning was spent in individualized activieties	32	1	9	0	16	21	47
Outside of circle time and the large motor period, some time was spent in whole class activities	33	2	4	1	4	14	25
There was at least one period in which children were free to make many choices	34	5	15	3	25	46	93
3. Parent Volunteers							
There were no parent volunteers present during the observation	Cover	1	14	2	19	26	62
One or two parents stayed to help	Cover	4	1	0	4	17	26
Over two parents stayed to help	Cover	5	0	1	3	6	15
4. Aspects 6f Routines Permitting Child Participation							
	Item #						
Food was prepared with some children assisting	41	0	5	0	5	14	24
Tables were prepared with some children assisting	42	3	10	1	12	25	51
Children helped each other with dressing/undressing	35	1	1	0	2	4	8
Children participated in clean up to a great extent	43	6	9	3	17	32	67
hildren participated in clean up to a some extent	43	0	2	0	8	7	17
Children served themselves part of the food or children served others	46	3	8	1	11	20	43
The children did the major part of cleaning & straightening	61	3	111	1	9	14	38
The children did some cleaning & straightening	61	3	1	1	14	19	38
Blankets and/or cots were handled by the children	75 & 76	5	3	2	6	16	32*

* May be low because this aspect of the routine was often not observed

Room Arrangement and Provisioning

_____ 9. The room (1) had an open, peripheral furniture arrangement or (2) was subdivided into small areas.

_____ 10. In each of most of the activity areas in the room, there were enough materials for children to make (1) many, (2) some, (3) few choices.

_____ 11. Materials to be used by children are (1) readily accesible to children (2) stored in closed or high places or (3) partially accesible and partially stored.

_____ 12. Materials and equipment for children's use and for meeting individual interests in the socio-dramatic are (1) sparse (2) moderate or (3) ample.

_____ 13. Materials and equipment for children's use and for meeting individual interests in small motor areas are (1) sparse (2) moderate or (3) ample.

_____ 14. Materials and equipment for children's use and for meeting individual interests in language areas are (1) sparse (2) moderate or (3) ample.

_____ 15. Materials and equipment for children's use and for meeting interests in math and pre-math areas are (1) sparse (2) moderate or (3) ample.

_____ 16. Materials and equipment for children's use and for meeting individual interests in science are (1) sparse (2) moderate (3) ample.

_____ 17. In the room are (1) many (2) some or (3) few teacher made materials for the children to use.

_____ 18. Generally the room was (how clean):
(1) clean, no dust or dirt.
(2) relatively clean, but some dust or dirt, one or two cleaned or washed.
(3) dust and dirt evident in several areas needed attention.

_____ 19. Generally the room was (how tidy):
(1) well organized in that things not in use were put away and litter was picked up.
(2) generally tidy except for one area or so.
(3) untidy in that parts of several areas needed straightening.

APPENDIX E

THE SCHOOL DISTRICT OF PHILADELPHIA
Office of Research and Evaluation
Priorities Operations Evaluation Services

CLASSROOM OBSERVATION FORM
PRE-KINDERGARTEN HEAD START

Name of Center

Number of Children Enrolled

Number of Children Present

Date of Observation

Time of Observation: From_____ to_____

Location type of Center:

_____ 1-2. Center I.D.

_____ 3. Church (1) or School (2)

_____ 4. Education Model - Behavioral Analysis (1), Montessori (2), Bank Street (3), Responsive Learning (4), or Child Development (5)

_____ 5. Children are grouped (1) 1 class (2) 2 classes or (3) 3 classes per room.

_____ 6. There was (1) no substitute teacher needed, (2) a substitute teacher needed but not present or (3) a substitute teacher present.

_____ 7. There was (1) no substitute aide needed, (2) a substitute aide needed but not present or (3) a substitute aide present.

_____ 8. Parent volunteers present:

(1)one per classroom

(2)more than one per classroom

(3)some but not one per classroom

(4)none.

Sherran Toll
P.O.E.S.
Revised Form - 8/75

_____ 20. The housekeeping area is (how neat):
(1) well organized and kept straightened.
(2) generally organized, could be straightened some.
(3) disorganized and needed to be straightened out.

_____ 21. The storage facilities are (how neat):
(1) well organized and kept straightened.
(2) generally organized, could be straightened some.
(3) disorganized and needed to be straightened out.

_____ 22. The storage facilities are (1) adequate (2) almost adequate or (3) inadequate.

_____ 23. Generally shelves are (1) neat (2) moderate or (3) without organization.

_____ 24. Generally materials are organized by type
(1) in most instances.
(2) in some instances.
(3) in few instances.

_____ 25. The children were (1) quiet (no shouting, (2) moderate or (3) loud (voices continually loud).

_____ 26. The adults were (1) quiet (no shouting), (2) moderate or (3) loud (continual use of loud voices).

_____ 27. There is (1) little work (2) some work or (3) a lot of work done by the children on display in the room.

_____ 28. Hanging from walls, on strings, or on the bulletin board is work displayed (1) with great care (2) with some care or (3) without evidence of special attention or thought.

_____ 29. The room decorations adults made were done with (1) great care (2) some care or (3) limited evidence of care.

_____ 30. The wall decorations are (1) mostly fresh (2) mixed, with some being fresh and some being worn or (3) mostly worn.

_____ 31. There was (1) little time (2) some time or (3) a lot of time spent in individual activities.

_____ 32. Outside of circle time and the large motor period, some time was spent in large groups. (1) Yes (2) No

_____ 33. There was at least one period in which children made <u>many</u> choices. (1) Yes (2) No

Type of Grouping: Large Small Individual Mixed (Small & Individual)

Children's Activities

Activity	No.	Adult Involvement	Behaviors
1. Time:			
2. Time:			
3. Time:			
4. Time:			

Indicate the presence of any behavior listed below. Also indicate the number of children involved in each instance and the time period.

1. being isolated from group
2. fidgeting or squirming
3. resisting authority
4. fighting for prolonged period
5. wandering
6. refusing to participate
7. resting (not nap time)
8. participating in disruptive activities without being stopped

Time Periods: 1
2
3
4

Evidence of component integration in displays or on bulletin board for:

_____ 34. Mental Health

_____ 35. Nutrition

_____ 36. Health and Safety

_____ 37. Community Awareness and/or Involvement

Evidence of component integration in actual programming, excluding routines for:

_____ 38. Mental Health

_____ 39. Nutrition

_____ 40. Health and Safety

_____ 41. Community Awareness and/or Involvement

Routines Key: (5) means not observed or not applicable

Routines observed: breakfast snack lunch tooth brushing rest/nap toileting
straightening up arrival departure indoor/outdoor transition

Arrival/Departure - Indoor/Outdoor Transition

_____ 42. Children (1) helped (2) did not help (3) interfered with each other or (5).

_____ 43. In dressing, undressing children needed (1) little (2) some (3) considerable assistance or (5).

_____ 44. Adults (1) assisted all children with dressing, undressing (2) gave very little assistance as children dressed, undressed themselves (3) gave little assistance because parents helped the children (4) gave some assistance or (5).

_____ 45. Rules for behavior were (1) consistently enforced (2) followed but given little attention (3) inconsistently enforced or (5).

_____ 46. There were (1) no alternative activities (2) alternative activities for children not dressing, undressing or (5).

Food Routines - Breakfast, Snack, Lunch

_____ 47. Food was (1) prepared by the adults (2) prepared with some children assisting (3) prepared without children because conditions did not lend themselves to child participation or (5).

_____ 48. Tables were (1) prepared by adults (2) prepared with children assisting (3) prepared without children because conditions did not lend themselves to child participation or (5).

_____ 49. Children participated in clean up (1) to a great extent (2) to some extent or (3) to a limited extent.

_____ 50. Children (1) left as soon as they were finished eating and went on to another activity (2) waited for everyone at their table to be finished or (5).

_____ 51. (1) there was pleasant conversation, and lively interaction (2) there was some interaction and some displinary activity (3) There was limited interaction or (5).

_____ 52. (1) Children served themselves part of the food (2) all of the food each child ate was placed in from of him/her (3) children served other children or (5).

_____ 53. (1) Children were forced to eat their food (2) children were encouraged to eat (3) little attention was paid to whether or not they ate or (5).

_____ 54. (1) Adults insisted on proper manners (2) adults explained which manners were desirable and tried to encourage child to use proper manners (3) manners were not given much consideration or (5).

_____ 55. The Children used (1) proper manners and displayed orderly conduct (2) moderately good manners and moderately good conduct (3) inappropriate manners and conduct or (5).

_____ 56. The adults were consistent in their approach to the children (1) Yes (2) No

_____ 57. The children toileted, washed as (1) a group activity (2) Individually as the need arose throughout the day (3) both or (5).

_____ 58. In order to accomplish the set task, the adults gave the children (1) few directions (2) some directions (3) many directions or (5).

_____ 59. Special, personal needs were (1) made much of (i.e., the adult was displeased) (2) taken care of quietly, efficiently (3) went apparently unnoticed or (5).

_____ 60. (1) At some time during the routine, children waited in line or (2) there was no waiting in line.

_____ 61. Children (1) participated in approved activities while not doing routine (2) children waited unorganized or (5).

_____ 62. Children were supervised while toileting (1) Yes (2) No or (5).

Straightening After Work/Play Period

_____ 63. (1) Adults did the cleaning, straightening for the most part (2) the children participated in cleaning and straightening with adult supervision and help (3) the children did the major part of cleaning and straightening or (5).

_____ 64. In order to accomplish the task, adults gave the children (1) few (2) some (3) many directions or (5).

_____ 65. The teacher gave (1) a signal before clean-up began and allowed a relaxed transition or (2) clean-up began immediately.

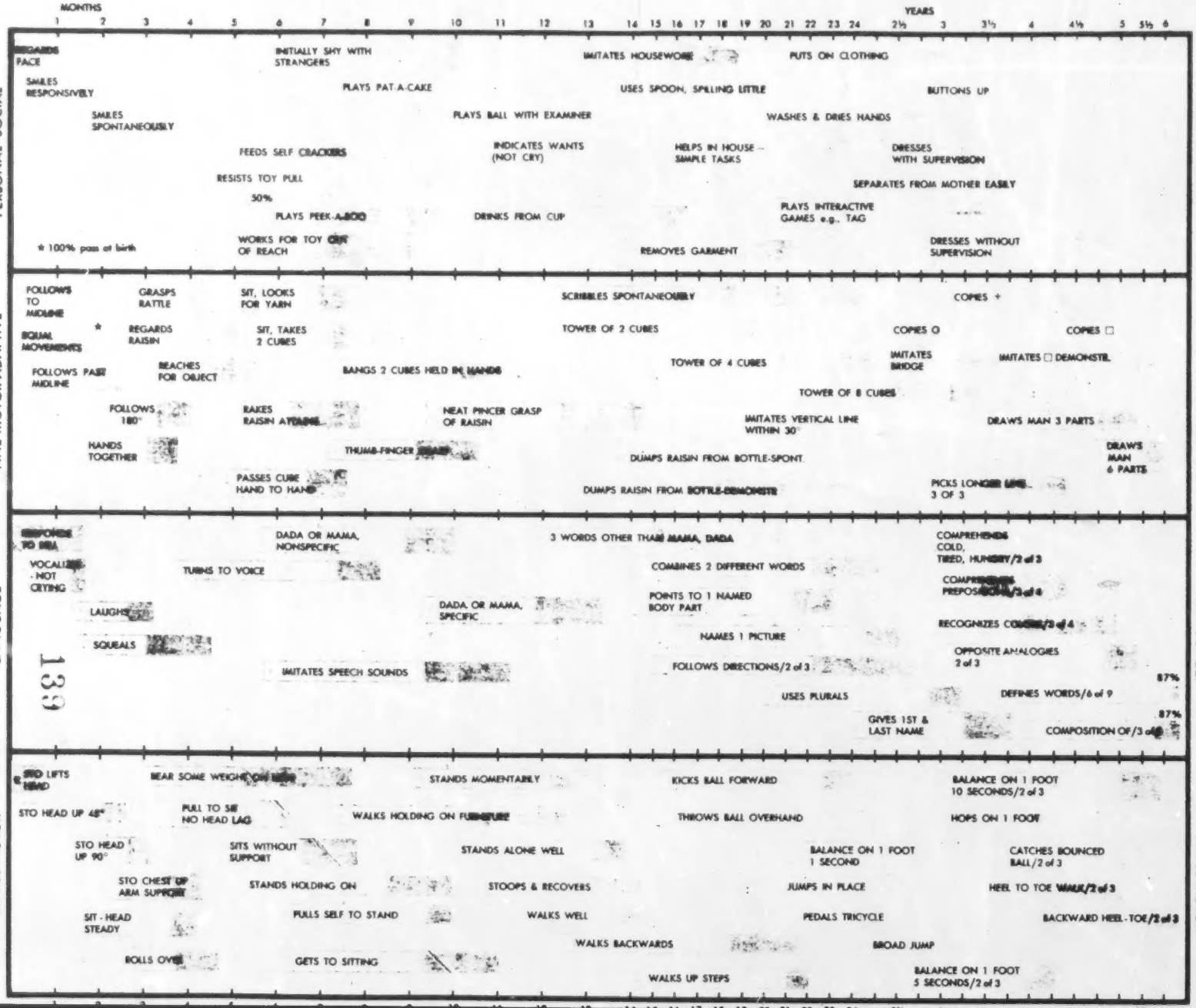
_____ 66. Children (1) put away materials and equipment as they used them (2) left materials and equipment out after use or (5).

_____ 67. The room was (1) well ordered (2) moderately well ordered (3) in need of considerable ordering at the beginning of the day or (5).

_____ 68. Clean-up ended with (1) the environment put back in good order with things returned to set places (2) some left undone but an attempt having been made or (3) little put back.

_____ 69. All areas of the environment were arranged in such a way that children could keep the room neat and well ordered (Yes (2) No

_____ 70. As a result of the morning's activities, clean-up in which children could participate was (1) needed (2) not needed or (5).



DENVER DEVELOPMENTAL SCREENING TEST

APPENDIX F

STO = STOMACH
SIT = SITTING

PERCENT OF CHILDREN PASSING
May pass by report — Footnote No. — see back of form
25 50 75 90
Test Item

Date
Name
Birthdate
Hosp. No.

APPENDIX G

Interim Reports - Prekindergarten Head Start 1974-1975

Toll, Sherran, "Report of Initial Environmental Quality and Safety Data Collected in Prekindergarten Head Start Program-1974", O.R.E. Report #7533, December, 1974.

Toll, Sherran, "Head Start Summer Workshop Evaluation," O.R.E. Report #7503, August, 1974.

Toll, Sherran, "Evaluation Activity Progress Report - Prekindergarten Head Start," O.R.E. Report #7538, January, 1975.

Toll, Sherran, "Denver Developmental Screening Tests - Prekindergarten Head Start Program - January, 1975 Administration," O.R.E. Report #7557, February, 1975.

All reports are available from the Office of Research and Evaluation, School District of Philadelphia, Philadelphia, Pennsylvania.